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AUTHOR verDorn, Bethea J.
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ABSTRACT

An experimental class program using "junk mail" in adult instruction in English as a second language (ESL) is described. Junk mail was found useful in filling three interrelated areas of need in adult ESL programs: (1) the need for easily accessible, adaptable adult learning material; (2) the need for personalization and individualization in the classroom; and (3) the need for contextualization and the use of realia. The various kinds of junk mail the ordinary household receives daily were used to teach students how to fill out forms; to reinforce language structures, particularly verb forms; and to teach and practice language functions and tasks. Junk mail was used as supplementary material for preparing oral reports, reinforcing vocabulary, and learning various types of letter-writing styles. Criteria are set forth for the selection of appropriate types of mail; these criteria have to do with the needs and interests of the particular learners involved in the proposed tasks. The final section of the study offers examples of junk mail and outlines of lessons and activities that incorporate it in the adult ESL class. Most of the suggested lessons are accompanied by a reproduction of the piece of mail under discussion. (AMH)

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DON'T THROW IT AWAY: JUNK MAIL IN THE ADULT ESL CLASS

by

Bethea J. verDorn

Submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Second Language, Hunter College of the City University of New York.

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Nancy Frankfort
Signature

Dr. Nancy Frankfort
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I. INTRODUCTION

Junk mail: Most Americans are all too familiar with its concept and its proliferation. Hardly a day passes when mailboxes all over the country are not filled with an assortment of advertising flyers, brochures, mail-order catalogs, contribution solicitations, and the like. With the advent of sophisticated computerized equipment and mailing lists, even "personalized" junk mail is in vogue: "Mrs. Johnson, you may have already won . . ."; "The Brown family of Seattle, Washington, can be the proud owners of . . ."

With due respect to the companies that spend fortunes on mass marketing techniques, trying to reach the American public in the most effective way possible, junk mail is to many of its recipients just what its name implies. On the other hand, it is viewed by many people as a convenient, easily accessible way to keep up with current merchandise offerings and potential philanthropic opportunities. The house-bound elderly person may order food and clothing from the latest mail-order catalogs. The busy executive with no time to shop may take advantage of the latest sale at a local department store--by mail. The ballet, opera, or theatregoer may eagerly await the announcement of a new

subscription series. The animal lover may respond quickly and happily to the latest solicitation from the ASPCA.

In short, while the mere mention of junk mail evokes very negative reactions from some people, it can be argued that junk mail is one of the most common, prolific, and useful means of communication in the United States today.

It is not the purpose of this paper, however, to discuss the positive and negative aspects of junk mail for American society. Rather, this paper will attempt to add a new dimension of usefulness to junk mail for the teacher of adult learners in English-as-a-second-language (ESL) classes.

The idea for this study evolved from personal experience as a volunteer teacher for an adult ESL program in New York City. Faced with the problems of an inadequate, uninteresting textbook, little or no budget for supplementary materials, and a class of students who responded more effectively to realia and realistic situations than they did to "the book"; it became increasingly apparent that some kind of supplementary material needed to be introduced.

Newspapers and magazines were the obvious first choices. It was found, however, that magazines, with the exception of specific advertisements, tended to be outside the realm of comprehension of most students in this lower intermediate class. The majority of articles which might commonly be read by an adult native English speaker were

usually too lengthy or too complicated in structure and vocabulary for the adult ESL learner. Newspapers offered a greater variety of usable material. They should never be overlooked as a valuable resource, although they can be difficult in that "The newspaper is not easy to teach from: it puts a considerable strain on the teacher to deal with an unfamiliar text without some advance preparation."[1] Indeed, the time required to search the newspaper for appropriate material was often prohibitive.

A mailbox full of nothing but junk mail, one day, provided the impetus to start thinking about it as ideal supplementary material for the class. The mail began finding its way into a collection bag instead of into the garbage, and enough samples accumulated within two weeks to serve as teaching aids for months. Here was a plethora of realistic adult reading material being delivered free of charge on an almost daily basis.

A general type of oral report exercise was assigned to the adult learners to briefly test the potential of junk mail in the classroom. The imminent termination of the semester made it impossible to do more than this general experiment. Nevertheless, the assignment did provide an excellent basis for further experimentation.

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[1]Charles H. Blatchford, "Newspapers: Vehicles for Teaching ESOL with a Cultural Focus," TESOL Quarterly 7 (June 1973): 150.

Following a discussion about the nature of junk mail in the United States, each student was given a recently collected mailing. Most students were already familiar with junk mail and many had indeed received their share. The assignment was structured so that students had until the following class session, a week later, to read and study the mailing and to prepare a short oral report based on some guideline questions. The questions were of a general nature; they dealt primarily with the characteristics of the mailing and its content. The final question was included to stimulate personal opinion about the mailing:

1. Who sent the mailing--what person or organization?
2. How many parts does this mailing have? Is there a letter, order form, flyer, catalog?
3. Does this piece of mail have any pictures or photographs? Do they help you understand the mailing better--how and why?
4. Is there any writing on the outside of the mailing envelope? What does it say? Does it make you want to open the envelope to see what is inside?
5. What does this piece of mail tell you?
6. What does this piece of mail ask you to do?
7. What would you do with this mailing? Would you keep it and respond to it, or would you throw it away? Why?

The purpose of the assignment, in addition to testing the potential use of junk mail, was to enable students to practice reading comprehension, oral summarizing skills, and the grammatical and lexical items which had been introduced throughout the semester. It also served to stimulate a great deal of discussion centered especially around the final question. Students listening to a report were encouraged to ask further questions and offer their own opinions once they had heard those of their classmates.

Perhaps the most successful aspect of the exercise was that the students wanted to report on their mailings; to show off their pictures and unique qualities. In fact, the unique characteristics of each student's material are what made the exercise interesting and enjoyable for everyone involved. It was particularly successful for one student who, throughout the semester, had had more difficulty than others expressing himself in English. He reported on a mail-order offering for a set of medical encyclopedias and generated so much interest that another student asked for the order form so that she could send in for the set. He actually made a sale!

It was the success of this first exercise and the positive student response it generated that led to the development of this paper advocating the use of junk mail as supplementary learning material for the adult ESL class.

The problems which were faced by the ESL teacher in this situation are all too often paralleled in other cases. A review of those problems seems to categorize them into three interrelated areas of need: 1) the need for easily accessible, adaptable adult learning material; 2) the need for personalization and individualization in the classroom; and 3) the need for contextualization and the use of realia.

The key words in the first area of need are "easily accessible," "adaptable," and "adult." Budgets for many adult ESL programs simply do not allow a rich variety of commercially published learning materials. Teacher-written materials, a cost-free alternative, are often far too time-consuming to attempt on a consistent basis--especially for inexperienced teachers in the field. Furthermore, when material is available, it may be unrelated to adult experiences and interests. It may, in fact, be material which would never be read or used by adult native English speakers. This is certainly true when elementary or even high school ESL materials are used in adult classes. Granted, today's commercially prepared material, with its emphasis on a notional-functional approach to second language teaching, is becoming more and more sensitive to the experiences, interests, and needs of the learner. But the fact remains that it is sometimes difficult to adapt to a particular group of adult learners. One popular current series of textbooks and supplementary materials, for

example, is written about a group of adult and young adult students who attend a specific English language learning institute in a specific city of the United States.[1] While the texts and other materials are certainly realistic and applicable to the adults in that or similar situations, they are often too specific for effective adaptation to other learners. Teachers of adult ESL learners--especially learners who are literate in their native languages--should be able to offer their students realistic adult material which can easily be made suitable for a variety of situations.

That leads to the second area of need: personalization and individualization. Adults bring a fully developed set of life experiences to second language learning--a fully developed personality. Teachers need to make use of that personality and provide opportunities for it to function in the target language. Learning activities and materials must be related to students' experiences, interests, and needs; and a variety of learners requires an assortment of learning materials. Even when adult ESL classes are homogeneous in their students' native language, they are always heterogeneous when it comes to their variety of individuals.

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[1]Oscar Castro and Victoria Kimbrough, In Touch: A Beginning American English Series, 3 vols. (New York: Longman, Inc., 1980).

The third area of need, contextualization and the use of realia, is an important factor in adult classes. Few ESL teachers today would disagree with the idea that language should be taught in context. It follows that the more realistic the context, the better prepared a learner will be to develop realistic communicative competence in the target language.

The remainder of this paper will attempt to show how the innovative use of junk mail in the adult ESL class can help address these specific areas of need. The second section of the paper will present an examination of selected professional literature related to the problems set forth in this introduction and to the actual use of junk mail as a teaching tool. In part three, the advantages of junk mail and its relevance to the adult ESL class will be discussed. The fourth section of the paper will deal with pragmatic applications and procedures: evaluating junk mail to determine its appropriateness for specific needs; and sample lessons and activities using junk mail as supplementary learning material.

II. EXAMINATION OF SELECTED PROFESSIONAL LITERATURE

The areas of need described in the introduction of this paper are recurring themes throughout much of the professional literature in the ESL field today. Professional researchers and teachers alike often focus on materials development, variety and adaptability; personalization and individualization in the classroom; and realistic contextualization for second language learners. A selected sample of their views and ideas is presented here.

In an article about materials development, Joan Morley itemizes some of the significant features of current ESL instruction which echo the focuses mentioned above:

> 1) a focus on the individuality of the learner, 2) a focus on the learner's language, 3) a focus on the special purpose needs of a particular student, 4) a focus on genuine communication, and 5) a focus on a humanistic classroom.[1]

She goes on to say that while the textbook has traditionally been the key learning material in ESL classrooms, there is no longer such dependence on one or one set of books. The role of learning materials has necessarily expanded in order to meet the needs, or focuses, she outlines. It is not easy to find texts which

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[1] "Materials Development: The New Frontier, Not by Chance but by Design" in On TESOL '79, eds. Carlos A. Yorio, Kyle Perkins, and Jacquelyn Schachter (Washington, D.C.: TESOL, 1979), p. 16.

include these elements of focus. When they are found, they must usually be adapted for specific students. "Texts often need to be enriched with supplementary materials. Increasingly, teachers are expected to become their own part-time materials writers [or, as with junk mail, collectors and adapters]."[1] Even with the tremendous increase of commercially published ESL materials, "there is a constant pressure for new texts and materials, . . ."[2]

Donald Knapp presents a similar view when he writes:

> it is seldom that a teacher can find material that is just right for her class. Materials are made for mass sales; and individual classes--my classes--are seldom like the author's composite, average class for which his book is written. . . . adapting and adjusting is an essential skill of a good teacher, . . .[3]

In an article devoted specifically to the teaching of reading in the ESL classroom, William H. Gaskill concludes: "Our field is greatly in need of materials which are designed to teach and review reading skills and which at the same time provide a variety of short reading selections."[4]

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[1]Ibid., pp. 17-18. [2]Ibid., p. 19.

[3]"What's Wrong with the Text?" in Classroom Practices in Adult ESL, eds. Donna Ilyin and Thomas Tragardh (Washington, D.C.: TESOL, 1978), p. 45.

[4]"The Teaching of Intermediate Reading in the ESL Classroom" in Teaching English as a Second or Foreign Language, eds. Marianne Celce-Murcia and Lois McIntosh (Rowley, Mass.: Newbury House, 1979), p. 152.

The idea of variety is also promoted by Bailey and Celce-Murcia: "Research and common sense suggest that variety makes a language lesson more interesting."[1] The authors advocate the use of realistic supplementary materials when they suggest that ESL teachers should not be bound to the textbook, especially in the teaching of reading skills:

> There are hundreds of things for students to read other than textbooks. Newspapers, magazines, signs, maps, schedules, travel brochures, catalogs, letters, comic books--in short, anything the students would want to read anyway--can be adapted for use in language lessons.[2]

The essential points made by all these writers are first, that there is a need for materials; second, that there is a need to adapt existing materials for specific classrooms; and third, that a variety of materials should be used to facilitate second language learning. It follows, then, that one of the criteria an ESL teacher should consider for using particular materials is the ease with which they can be adapted to a variety of uses. "Simply, materials should be a provider of potential for activities and tasks . . ."[3] The upcoming sections of this paper will attempt to show how junk mail can meet this criterion.

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[1]Kathleen M. Bailey and Marianne Celce-Murcia, "Classroom Skills for ESL Teachers" in Teaching English as a Second or Foreign Language, p. 318.

[2]Ibid., p. 320.

[3]Christopher N. Candlin and Michael P. Breen, "Evaluating, Adapting and Innovating Language Teaching Materials" in On TESOL '79, p. 103.

The second area of focus is the need for personalization and individualization in the classroom. Over a decade ago, Wilga M. Rivers wrote:

> The more the student is interested in an activity in the foreign language, the more he feels the desire to communicate in the language, and this is the first and most vital step in learning to use language forms spontaneously.[1]

She proposed that teachers get away from pseudo-communication and let students work autonomously in communicative interaction. Her suggestions for autonomous interaction implicitly define individualization and personalization:

> Practice in autonomous interaction should be individualized in the sense that it should allow for the different ways students learn, the different paces at which they learn, the different things which interest them, and the different situations in which they prefer to learn. . . . Motivation to communicate must be aroused. . . . a desire to communicate something in the foreign language . . . will need to be fostered by the intrinsic interest of the task for the students concerned. . . . the type of reaction to be displayed must always remain consistent with the personality of the particular student.[2]

It could be said, then, that individualization means relating to the abilities and learning styles of the student, and personalization means relating to the student's desires and interests. Proponents of these two themes are seen time and again in the professional literature of the field.

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[1] Teaching Foreign Language Skills (Chicago: University of Chicago Press, 1968), p. 109, quoted in Wilga M. Rivers, "Talking Off the Tops of Their Heads," TESOL Quarterly 6 (March 1972): 74.

[2] Ibid., p. 78.

In an article dealing with functional language use, Findley and Nathan outline steps toward measurable language performance objectives. The first step is a needs assessment which is centered on the learner rather than on the target language. "Language needs, then, are simply the requirements which arise from the use of language in the multitude of social and work situations in the lives of individuals and groups of people."[1] They must therefore be personalized to fit those individuals and groups. Moreover, an important aspect of the learning process is that "teachers must take into account both strategies in the classroom and the learning styles of their students."[2] They must, in other words, individualize instruction.

Another example comes from LoCastro and Laporte:

> It is said that learning is more likely to occur when there is high saliency; that is, the more meaningful the content and the situation are to the learner, the greater the cognitive integration of the material. . . . This requires that the teacher be sensitive to the students' needs and interests.[3]

Francis A. Cartier points out that, "The idea of individualization [and one might add 'personalization'] is

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[1]Charles A. Findley and Lynn A. Nathan, "Functional Language Objectives in a Competency Based ESL Curriculum," TESOL Quarterly 14 (June 1980): 223.

[2]Ibid., pp. 227-28

[3]Virgina LoCastro and Penny Laporte, "Teaching in Non-Instructional Settings" in On TESOL '80, eds. Janet Cameron Fisher, Mark A. Clarke, and Jacquelyn Schachter (Washington, D.C.: TESOL, 1981), p. 181.

not individual instruction, but the adaptation of the instructional system to the unique needs and abilities of each student."[1]

Candlin and Breen relate individualization and personalization directly to materials development in that "materials should go from learner to target."[2] That is, materials used to teach the target language should be appropriate to learners' characteristics. The authors present three areas for materials development consideration:

> How might learners be encouraged to negotiate [interact] with and through the materials? . . . 2) How might learners interpret the materials and develop interpretation through the materials? and 3) How might learners be encouraged to express and develop expression through the materials?[3]

All of these considerations are from the viewpoint of the learner's relationship to the material. They imply the kind of adaptability and variety of materials mentioned previously.

Finally, Ilyin and Tragardh suggest that:

> A concept to keep in mind when selecting material for an Adult ESL class is that it must satisfy adult interests and focus on natural, meaningful adult communication (caution must be taken when looking at elementary through high school ESL material).[4]

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[1]"Some Thoughts on Individualization" in Classroom Practices in Adult ESL, p. 29.

[2]Candlin and Breen, "Teaching Materials," p. 91.

[3]Ibid., p. 106.

[4]Donna Ilyin and Thomas Tragardh, eds., Classroom Practices in Adult ESL, p. 4.

The need for personalization and individualization in the adult ESL classroom is evident. Junk mail will be shown to be a useful tool for meeting this need.

Another prominent issue in professional literature related to ESL instruction is realistic contextualization. Once again, Candlin and Breen address this issue: "teaching materials ought to confront the learner with examples of and opportunities for language use."[1] They warn of the danger of idealizing materials--believing materials are applicable to any learner at any level of proficiency. On the contrary, materials must be adapted to specific situations in terms of "1) authenticity to target performance repertoire; 2) authenticity to the knowledge and abilities underlying such a repertoire, . . ."[2]

This ties in closely with individualization, but the key word here is "authenticity." Cynthia B. Watson refers specifically to writing models in the ESL classroom when she says:

> They are, especially when authentic rather than composed to order, windows onto culture in its widest sense, revealing customs, values, assumptions, and attitudes toward the world and man as perceived by speakers of the target language.[3]

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[1]Candlin and Breen, "Teaching Materials," p. 86.

[2]Ibid., p. 91.

[3]"The Use and Abuse of Models in the ESL Writing Class," TESOL Quarterly 16 (March 1982): 6.

Her specific reference can easily be transferred to a broader view of authentic materials in general. At the same time, it aptly describes junk mail characteristics.

Ferguson and Health, writing about language and American life, give a brief historical overview of the teaching of English in America. One of the themes related to language learning from precolonial days to 1850 was that, "Any language, in both its spoken and written forms, is best learned in realistic settings."[1] That theme, according to the authors, is once again prevalent in today's ESL teaching methodologies. It is reiterated by DiPietro when he says, "[language] functions and notions must be made situationally and personally relevant."; by Taylor: "The kind of classroom learning situation we are advocating, then, is one in which we make greater efforts to incorporate, and in fact base our teaching on, reality . . ."; and again by Bailey and Celce-Murcia: "The objective is to get the students' English out of the textbooks and into the real world."[2]

In an article written several years ago about creating contexts for second language learning, William R. Slager

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[1]Charles A. Ferguson and Shirley Brice Health, "TESOL and Language in American Life" in On TESOL '80, p. 30.

[2]Robert J. Di Pietro, "Discourse and Real-Life Roles in the ESL Classroom," TESOL Quarterly 15 (March 1981): 29; Barry P. Taylor, "In Search of Real Reality," TESOL Quarterly 16 (March 1982): 36; Bailey and Celce-Murcia, "Classroom Skills," p. 321.

gives specific examples and shares suggestions for realistic contextualization which still apply today. One example involves the use of meaningful connected sentences in second language practice. He cites examples of disconnected sentences from a nineteenth century text and terms them "outrageous":

1. My aunt is my mother's friend.
2. My dear friend, you are speaking too rapidly.
3. That is a good book.
4. We are too old.
5. This gentleman is quite sad.
6. The boy has drowned many dogs.

He also refers to then-current [1973] pattern practice drills which might include sentences such as these:

1. The symbol is necessary.
2. The teacher is important.
3. The lesson is long.[1]

More recent "outrageous" examples from this decade include a comparative adjective practice:

1. Mexico has a hotter climate that California.
2. My wife gets up earlier in the morning than I do.
3. My feet are bigger than my brother's feet.

and a pronunciation practice drill:

1. He had a big hat on his head.
2. He had a big tan bag at the end of the rack.
3. I met him when he sat in back of me in class.[2]

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[1]"Creating Contexts for Language Practice," TESOL Quarterly 7 (March 1973): 36.

[2]Dave Blot, Correct It and Learn (New York: Blot·Rojas Publications, 1980), exercise 14; Robert J. Dixson, Modern American English, Book 5, new ed. (New York: Regents Publishing Co., 1980), p. 8.

The point is that exercises and materials which use disconnected sentences like these are not realistic; they do not present language in a meaningful context, and they do not promote meaningful communication. It becomes necessary, then, for the ESL teacher "to create a realistic context or situation . . ."[1] for language use. Slager offers a list of assumptions related to contextualization, six of which apply directly to the ideas set forth in this paper:

1. The situation should be relevant and immediately useful.
2. The content should reflect the level of sophistication of the student and his knowledge of the world.
3. The language should at all times be natural.
4. The sentences should have truth value.
7. There should be a variety of 'language samples' through which the context is presented.
10. care should be given to including sentences that can be used for vocabulary development and communication activities . . ."[2]

An off-shoot of contextualization is the idea of transfer; being able to relate classroom teaching to real life so that what students learn in class can be effectively transferred to situations in the outside world. "One common criticism of classroom tasks and activities is that students are seemingly unable to transfer what they can do in the classroom to non-classroom situations."[3] The use of

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[1]Slager, "Creating Contexts," p. 37.

[2]Ibid., pp. 38-41.

[3]LoCastro and Laporte, "Non-Instructional Settings," p. 184.

realia and realistic materials can help negate this criticism, for: "Like the classroom itself, materials can function both as an observatory of human communicative behaviour and as a laboratory for the examination and analysis of such behaviour."[1]

It seems clear that "Situations practiced [and materials used] in adult courses in particular must be ones which the student may actually encounter . . ."[2] The third and fourth sections of this paper will show how junk mail can fulfill this requirement.

There is very little written about the specific use of junk mail in adult ESL classes, aside from passing references to the use of realia such as catalogs, letters, and the like. One writing, though, is particularly relevant to this study. In a 1979 article, Timothy M. Scanlan proposes some advantages and methods of incorporating mail-order catalogs into the ESL classroom. He introduces his article by inviting ESL teachers to consider mail-order catalogs free or inexpensive materials for supplementing their textbooks. In this case he is referring to large catalogs like the kind sent by Sears, J.C. Penney, and Montgomery Ward, among others. Their adaptability, he says,

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[1]Candlin and Breen, "Teaching Materials," p. 105.

[2]L. G. Alexander, "Materials Design: Issues for the 1980's, A European Point of View" in The Second Language Classroom, eds. James Alatis, Howard Altman, and Penelope Alatis (New York: Oxford University Press, 1981), p. 262.

facilitates their use at almost any level of instruction; they present a realistic view of culture and language because they are

> produced by and for natives . . . Advertising in general, and mail-order catalogues in particular, provide fascinating documents through which to study a country's culture and its language. In a sense, each national mail-order catalogue is a composite portrait, or a mosaic, of its country's culture, both in respect to contemporary realities and in terms of collective fantasies and aspirations. It is an illustrated encyclopedia of everyday life and its attendant nomenclature.[1]

He goes on to describe how one or multiple copies of a catalog can serve the entire class by providing pictorialized language samples and activities:

> one of its most outstanding features [is] that it provides an astonishingly complete repertory of up-to-date and culturally authentic photographs and objects, paired with their names and descriptions in a short text . . .[2]

He warns teachers, however, not to overwhelm their students with the total amount of material in a large catalog. He suggests starting with the table of contents as a way to limit lexicon and selected themes if necessary.

Scanlan also advises some general principles for the procedure. The learner, he says, should be able to distinguish similarities and differences among the catalog objects and their uses as compared to his native country.

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[1]Scanlan, "Teaching British and American Language and Culture with the Aid of Mail-Order Catalogues," English Language Teaching Journal 34 (October 1979): 69.

[2]Ibid.

He should then be guided to make value judgments about the comparison, and finally, he should be encouraged to vocalize his ideas and opinions. "In this manner the value-systems underlying each society, or segment thereof, will be discerned and weighed."[1]

Furthermore, Scanlan proposes that teachers concentrate on the human aspect of mail-order catalogs--that objects should be viewed in terms of the people who use them. It means focusing on the people photographs in the catalog, such as the clothing sections; or on other items of human concern--kitchen and bathroom furnishings, for example, and their relationship to the activities conducted there.

Scanlan principally advocates the use of mail-order catalogs to help learners acquire a wide range of vocabulary and to provide a basis for learners to formulate cultural contrastive analyses. His suggestions are certainly valid, although they should be carefully considered to determine their appropriateness for any given group of learners. There may be a danger in presenting cross-cultural contrasts to the extreme. They should perhaps be tempered with intra-cultural contrastive analyses of the target society as well as a greater variety of other useful activities.

The professional literature reviewed in this section has provided a rationale to develop realistic, easily

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[1]Ibid., p. 70.

accessible, adaptable learning materials with which the ESL instructor can promote personalization and individualization in the adult classroom. The following two sections of this paper will show how several types of junk mail cater to that rationale; first, by presenting specific advantages, then by offering concrete suggestions for practical application in the adult ESL class.

III. ADVANTAGES OF JUNK MAIL AND RELEVANCE TO THE ADULT ESL CLASS

Scanlan's article on mail-order catalogs presents only a few of their possible applications in the adult ESL classroom. To reiterate his suggestions and proffer others, this section will focus on four general advantages of junk mail for adult ESL classes: 1) it is easily accessible at little or no cost; 2) it is highly adaptable; 3) it is common adult realia; and 4) its variety provides for a wide range of uses.

To say that junk mail is easily accessible is almost an understatement. One needs only to consult his mailbox on a daily basis to find some sort of unsolicited mailing. It is a well-known fact that mailing lists are bought, sold, and traded constantly among organizations seeking to promote their products or services. If a person purchases something from one mail-order catalog, for instance, chances are that he will soon be inundated with others. If a person contributes to a non-profit organization, he may very well be on their mailing list for the rest of his life. Even when there is a shortage of junk mail--especially mail-order catalogs--one can respond to an advertisement like the sample on the following page. Some catalogs will be sent free of charge; others require a nominal fee.

Magazine Advertisement for Mail-Order Catalogs

The Spring Catalog Collection is filled with the freshness of the season at hand. Brighten up your home with spring's spectacular selection of furnishings and accents. Refresh your wardrobe with the newest fashions and accessories. All to be found on the pages of these catalogs. All to be ordered from the comfort of your living room with either your Diners Club or Carte Blanche card.

Indulge a romantic with a classic Victorian-style bed. Bring the season indoors with bouquets of fresh Bird of Paradise from Hawaii and blossoming bed dressings from Gloria Vanderbilt. Create a sensation in an Oleg Cassini original. Entertain for two or twenty with hors d'oeuvres and Chateaubriand delivered to your door. Tone up after the meal with a portable gym or a computerized fitness machine.

To receive any (or all) of these catalogs, simply circle the corresponding number on the attached card. Your selection will be shipped directly from the catalog company.

Get a jump on spring and make this season of new beginnings your most beautiful and carefree ever by shopping these catalogs and charging all your purchases to either your Diners Club or Carte Blanche card.

1

FIRST EDITIONS
A first-rate offering of women's fashion greats. Lively new sportswear, career and leisurewear coordinates with many more of these terrific looks in those hard-to-find petite and larger sizes.

2

NORM THOMPSON
"Escape from the ordinary" into the world of Norm Thomson. Classic clothing of impeccable quality for both men and women. Rare gift ideas from incredibly soft, genuine gel leather wallets to Shi-take mushroom logs.

3

ADAM YORK
The latest – and even the soon-to-be-latest – ideas to wear for men and women. Super values in jewelry. And electronic gadgetry, like the talking hand-held calculator.

4

THE TALBOTS
A spring catalog filled with a superb selection of timeless clothes. You'll find soft dresses, fine tailored sportswear, handsome shoes and the accessories to create a classic look for any occasion.

5

ORTHO-VENT
Shoes with "breathable" leather luxury for up to 40% less than prestigious look-alikes. Premium upper leathers, glove-soft linings, tough nylon stitching and Spring Step Cushion all add to the extraordinary comfort and design of Ortho-Vent footwear. Wear-test a pair for 30 days at no risk... and see!

6

OMAHA STEAKS
From the heart of "Beef Country U.S.A." right to your door... tender, juicy steak and gourmet delights for elegant dining and distinctive gift giving.

Once the junk mail is collected, the ESL teacher can adapt it for actual classroom use in a variety of ways. One copy of a mailing can serve the entire class with the aid of an opaque projector or a thermofax copy on an overhead projector. Some mailings are large enough to be used alone as a poster on the bulletin board, blackboard, or wall space. Multiple copies of one mailing can easily be made with an available photocopying machine, and of course, many activities can evolve from the use of individual mailing pieces for each student. Further evidence of the adaptability of junk mail is included throughout the following paragraphs.

The fact that junk mail is common adult realia serves to meet some of the needs of the adult ESL teacher and learner mentioned earlier. Its relevance to real life helps to contextualize language lessons. It gives adult learners the feeling that they are dealing with realistic adult material. English-speaking adults in the United States do deal with junk mail as part of their everyday lives. They read it, respond to it, complain about it, throw it away. They show a number of attitudes toward it, but they receive it because they are adults, potential consumers, supporters, and members of American society.

Junk mail helps to contextualize language lessons because it is an intrinsic part of that society. It presents native English language as it is actually used for

its specific purposes--in context. It is not native language adapted for non-native speakers, so it does not offer adult ESL learners the kind of unrealistic language sometimes found in commercially prepared texts and materials. Nor is it necessarily elementary or adolescent in nature.

A simple example of contextualization with junk mail involves the teaching of form language. One of the first things adult ESL learners must master is the ability to complete a variety of forms with their names, addresses, and other personal information. Junk mail offers an endless array of such forms. Nearly every piece includes an order form or a reply form of some sort which requires the successful completion, in a realistic context, of the applicants' personal data. One recent mailing from a national women's organization even included an entire page of name and address blanks. Using this particular form, shown on the following page, students could practice requesting and recording the names and addresses of their classmates as well as their own.

Another example of contextualization is in the use of junk mail to teach or reinforce language structures. A casual observation of several pieces of junk mail will immediately reveal, for instance, a large variety of verb forms. Most mailings contain excellent contextual samples of the imperative verb form in particular. It is their

Women's Organization Mailing

☐ **YES,** enclosed is my $2.00 to join the Message Brigade. Let me know where my message is needed most to ratify the ERA.

Make check payable to: NOW ERA FUND

and send to: ERA Message Brigade
Box 7813
Washington, D.C. 20044

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

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Street _____

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Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

Name (please print)_____

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City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

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☐ YES ☐ NO Are you a NOW member

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

Name (please print)_____

Street _____

City _____ State_____ Zip_____

Telephone (area code_____) _____

☐ YES ☐ NO Are you a NOW member

nature to tell people what to do--read it, examine it, buy it, send for it, subscribe to it, win it, help us, give your support. In each case the imperative verb form is used in a realistic context and makes an appeal to the adult population of society.

The portion of a mailing shown on page twenty-nine gives many samples of imperative verbs used in relatively short, concise sentences. A practice drill could evolve from these samples, but unlike the drills sometimes found in commercially published materials, this one would make use of meaningful connected sentences in a realistic context.

In other cases, junk mail can provide a contextualized base for teaching or practicing language functions and tasks. Asking for information and ordering merchandise are two examples. These function/tasks are implicit features of junk mail and can be practiced on both written and oral levels. Mail-order catalogs are especially well suited for this kind of activity. They invariably include a toll-free telephone number which students could call to obtain information about merchandise in the catalog or to actually place an order if so desired. Then too, students could formulate their own letters of inquiry or ordering letters and forms. The idea is that junk mail provides a realistic context upon which to base a language lesson, whether it be a structural, functional, written or oral exercise.

Mailing With Imperative Verb Samples

WHAT YOU CAN DO

- Express your opposition to seal clubbing in letters to Canadian and Norwegian officials. Write to Canadian Parliament Speaker Mme. Jeanne Suave, c/o House of Commons, Ottowa, Ontario, Canada K1A OA6; and Norwegian Foreign Minister, His Excellency Svenn Stray, P.O. Box 8114 DEP, Oslo 1, Norway. Urge them to put an immediate end to the harp seal slaughter.
- Help spread the word. Display the enclosed bumper sticker, and send for additional "Club Sandwiches, Not Seals." t-shirts. Prices are on the inside flap of the bumper sticker.
- Join our campaign by making a contribution to help seals. Contributors of $25 or more will receive one of the shirts mentioned above.

Help Us Help The Animals. Animals cannot help themselves — they must depend on people who care to fight for them. The Humane Society of the United States represents more than 150,000 people who care. The HSUS fights for animals through educational, legislative, investigative, and legal means.

The HSUS is committed to the goal of ending animal suffering. It has more programs than any other animal welfare organization, working to protect pet and domestic animals as well as wildlife.

HSUS is a non-profit organization supported solely by the contributions of individuals like you. Money donated is put into action on the front line right away; not directed to the building of plush endowments. The animals need us now!

Your contributions help us in our fight to end cruelty to all animals. Please fill out the coupon on the inside front cover of this pamphlet and return it in the attached pre-paid envelope. **If you can give more, we can do more. Join the fight today!**

Finally, the greatest advantage of junk mail as a supplementary material is its variety. Because it offers an infinite selection of content and styles, it can be adapted to meet the needs of almost any syllabus or group of learners. The following is a list of junk mail actually received by one household in a single day. Suggestions for classroom application are provided for each sample:

1. Four mail-order catalogs: a) a men's and women's clothing catalog; b) a Mother's Day food and gift catalog; c) a toy and gift catalog; and d) a catalog from a popcorn company
   a. Use the clothing catalog to teach or reinforce basic clothing vocabulary, including differences in masculine and feminine terms (shirt versus blouse)
   b. Use the Mother's Day catalog in a cultural unit about American holidays or family relationships
   c. Use the toy and gift catalog as a source of descriptive adjectives for a structural lesson, or in a functional lesson to teach students how to describe items effectively
   d. Use the popcorn catalog to illustrate idioms and plays on words: "Last year, over 100,000 people popped in on someone unexpectedly. A can of . . . popcorn can make a person very happy. Grandmas and grandpops like it.

Nieces and nephews eat it up. . . . hooked on popcorn . . . our popcorn makes a hit . . ."

2. A mailing from an organization of handicapped artists, which included a reproduction of a sample letter from one of the artists along with seven sample notecards designed by the artists
   a. Use the sample letter to illustrate letter-writing form
   b. Have students formulate their own letters to friends or relatives using the sample notecards individually, in pairs, or in small groups
   c. Use the mailing as a point of departure for a discussion about the handicapped population in the United States or other countries
3. A mailing requesting contributions to help fight epilepsy, which included a story about two boys written in the past tense; it also included a separate apology card to people who had received more than one copy of the mailing
   a. Use the story to illustrate the narrative use of past tense verb forms
   b. Use the apology card as a functional example of how language is used to apologize, especially in formal versus informal situations
4. A mailing from a medical center, which included a card describing how to save a choking victim

a. Use the card in a lesson about giving and following directions

b. Use the card to exemplify the use of imperative verb forms

In addition to its adaptability to classroom activities, its variety makes it possible for junk mail to be graded for difficulty. It can, in fact, be graded in two distinct ways. First, individual mailings as a whole can be analyzed for appropriateness in a given class. Second, the different parts of an individual mailing can be analyzed. Most mailings, other than catalogs, consist of at least five parts: 1) the original mailing envelope which often has pictures and written information; 2) a letter; 3) a flyer or brochure; 4) an order form; and 5) a reply envelope. These pieces may vary in complexity or appropriateness. They offer an added element of variety and usefulness for different classroom situations.

The variable nature of junk mail also lends itself to individualization and personalization. The activity described in the introduction of this paper is a good example of how different mailings can be given to individual students. When that activity was performed, students with fewer reading comprehension and summarizing skills were given less complicated pieces of mail, while students with greater skills were given pieces more complicated in structure and vocabulary. In this way it was possible to

individualize the material according to the learners' abilities.

It is similarly possible to individualize and personalize on the basis of student interests. Students can be allowed to choose the mailings they would like for certain assignments. Some may be more interested in food or fashion, for example, whereas others would rather work with material related to the arts or medicine.

Personalizing with junk mail means making it personally meaningful for the student. This can be done with the mailing itself or with the lesson or activity it generates. As with all material, it is necessary to adapt junk mail to the needs and interests of the students. The nature of junk mail makes it feasible to use it at face value or develop it into another kind of meaningful lesson. The letter-writing activity suggested earlier is a case in point. The mailing at face value offers an example of a letter in English, but the activity it can eventually create is totally personal--letters written by the students themselves.

Finally, the variety of junk mail makes it an excellent source for visual aids. Many ESL teachers keep active files of photographs from newspapers and magazines. The pictures, diagrams, and photographs in junk mail can easily be added to those files. They can be used to stimulate discussions, pictorialize vocabulary, and clarify other concepts.

The third section of this paper has postulated the advantages and relevance of junk mail as supplementary material for the adult ESL class. It has been shown that junk mail can be used in a variety of ways for an assortment of purposes. It helps meet the ESL teacher's need for realistic, easily accessible, adaptable material, and it can help the teacher individualize and personalize language learning for adults. The following portion of this paper will suggest practical applications for junk mail in an adult ESL classroom.

IV. APPLICATIONS AND PROCEDURES

Junk mail, as it has been referred to throughout this study, can be categorized in at least six different ways:

1. mail-order catalogs
2. contribution solicitations
3. membership and subscription offerings
4. single-item merchandise offerings
5. informational newsletters
6. surveys and questionnaires

Personal experience has shown the first three categories to be the most frequently received, however the type and amount of junk mail varies for each household. If an ESL teacher does not have access to a choice selection of junk mail, he may find a neighbor, friend, or business organization more than willing to share its unwanted accumulation.

Mail-order catalogs, as evidenced by Scanlan's article, are indeed a pictorial microcosm of several aspects of American culture. They come in all shapes and sizes. They portray nearly every kind of merchandise available in the country today. Their greatest assets are their tremendous array of realistic photographs and their concise, descriptive texts.

Contribution solicitations, on the other hand, offer an even wider range of possibilities for classroom use. They generally deal with the kind of social issues which stimulate discussion and the verbal or written expression of personal opinion. With contribution solicitations an ESL teacher may discover topics related to students' interests, language structures and functions related to the course syllabus, as well as pictures and photographs for general use.

The same holds true with membership and subscription offerings. Magazine subscription offerings are the most prevalent, although many arts organizations also conduct major subscription campaigns by mail. These types of mailings are more likely to have slick, colorful photographs and to concentrate more on making a sale than on making an appeal. They do, however, usually contain a personalized letter which tends to offset their hard-sell quality somewhat.

Single-item merchandise offerings are what their name implies--generally a one-piece advertisement concentrating on the sale of only one item. They may or may not include a detachable order form. They do not provide the amount of material contained in other kinds of junk mail, but they should not be overlooked as a potential tool to supplement a lesson.

Informational newsletters are often political in nature. Letters from congressmen and other public officials are the most common. Here again, social and political issues can be raised with the aid of junk mail.

Surveys and questionnaires, through personal observation, are the rarest category of junk mail. They, too, may be sent by a political organization, or they may be the byproduct of one's affiliation with a professional group. They may also be received as a result of a recent purchase or magazine subscription. In any event, they can be an invaluable teaching tool whenever they coincide with the needs and interests of adult learners.

That criterion should be applied in the analysis of any junk mail. How does an ESL teacher evaluate junk mail to determine its appropriateness for a specific class? The answer lies in the following questions which an instructor ought to consider before using any piece of junk mail in the classroom:

1. Is the language in the mailing consistent with students' level of language proficiency?

2. How will the mailing introduce or reinforce language functions and structures? Is it a good contextual example?

3. How does the mailing correspond to students' interests? Can it be personalized?

4. Does the mailing allow for individualization in language learning?

5. How does the mailing offer options for a variety of activities?

So far, this paper has presented junk mail as ideal supplementary material for the adult ESL class, but a word of caution should be interjected at this point. It must be made evident that not every piece of junk mail is a candidate for classroom use. The list of criteria questions above is a good place to begin one's evaluation of a mailing. It would not be wise, for example, to give students a mailing that is not in tune with their language proficiency --whether on a higher or lower level. Some mailings are so complicated that even a native English speaker may have difficulty deciphering them. A certain sweepstakes offering illustrates this point. It consists of nine different pieces, tells the recipient he may have already won one of more than a thousand prizes, and then proceeds to explain how to claim it by matching a series of stamps to a series of prize tickets. Moreover, the recipient is advised that no purchase is necessary, but that if he does want to order something, he should match yet another series of stamps to their corresponding squares. And he is certainly encouraged to do so. It might be a fun challenge for an advanced class, but careful consideration should be made

before using this type of mailing and risking the possibility of overwhelming students with the material.

Judgments must also be made about the relevance of the mailing. The following example might suit a class of adults from an urban area in general or from New York City in particular:

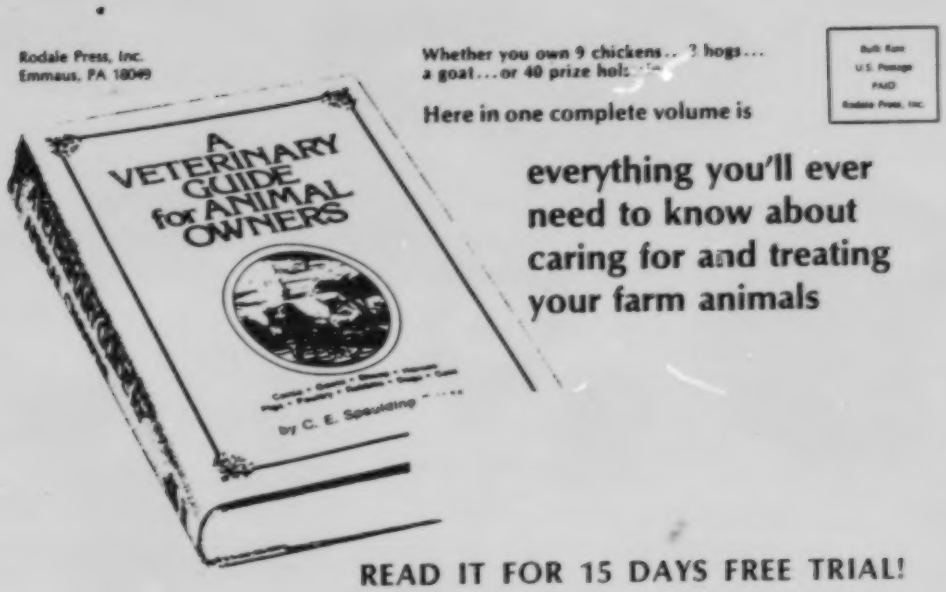
FRONTIER's Chuck Wagon educators teach people of all ages the importance of good nutrition, the dangers of junk food, and the preparation of such previously untried foods as zucchini and spinach grown in the garden. Last year, the Chuck Wagon reached more than 5,000 people, of whom 72 percent were children, whom malnutrition affects most severely.

Taking the Next Step

In the years since Bronx FRONTIER began its work, it has managed to bring over 20 new parks and community gardens to the South Bronx. With your help, Bronx FRONTIER can do even more:

- More *community gardens* will rise from the graveyards of broken brick. They'll be lovely, green oases for families to relax in and play and to grow low-cost, nutritious foods. The parks will be built by a specially trained crew of young people from the community in an intern program funded by Chase Manhattan Bank and by community residents employed by FRONTIER's Parks Construction Company. They will learn marketable landscaping skills at the same time that they are improving their own neighborhoods. An expanded composting operation will mean more jobs for local people and more top soil to hasten land revitalization.
- *Project F.O.O.D.* (*Focus On Our Diet*) will be expanded. An experimental spinoff of the Chuck Wagon program, Operation Project F.O.O.D. integrates nutrition education into every classroom subject, to give youngsters a continuing and growing knowledge of the right foods to eat.
- *Economic Development.* Bronx FRONTIER's long-range goals include innovative applications of appropriate technology for the benefit of the community, among them energy conservation, passive solar heating, soil regeneration, and creative use of open space for redevelopment of the South Bronx.

By the same token, this mail offering for an animal owners guide might be more suitable for a rural-based adult class:


Rodale Press, Inc.
Emmaus, PA 18049
Whether you own 9 chickens.. ? hogs...
a goat...or 40 prize hol:
Here in one complete volume is
A VETERINARY GUIDE for ANIMAL OWNERS
by C. E. Spaulding
everything you'll ever need to know about caring for and treating your farm animals
READ IT FOR 15 DAYS FREE TRIAL!

The question may arise as to whether junk mail is relevant at all to adult ESL learners, particularly those from lower-level socio-economic groups. Would they really be likely to receive a mail-order catalog--let alone purchase merchandise from it? Possibly not, but they certainly will be likely to buy merchandise at a local store sometime--shoes, for instance. A simple shoe sale catalog can help learners practice the vocabulary needed

to buy the shoes in person. The catalog will present sizes, shapes, colors, and prices of shoes; useful information which can be transferred from the catalog in the classroom to a real-life situation.

Junk mail could be a panacea for the ESL teacher seeking to expand his use of adult realia and innovative learning material. It does provide opportunities for that, but it must be deemed appropriate by teachers of particular types of classes. It may not, for example, fit the needs of a purely academic setting. Instructors who are preparing adults for entrance into institutions of higher education may find junk mail an unsuitable alternative to traditional classroom materials.

Then too, the uses of junk mail in classes of literate students will vary considerably from those in non-literate classes. The teacher of a non-literate class may necessarily restrict the use of junk mail to its most basic level of pictorializing vocabulary, at least until learners are better able to cope with the intricacies of native English.

Lastly, caution must be exercised when considering the topics presented in junk mail. This is extremely important with mailings concerning controversial social and political issues which may neither be understood by the learners nor be appropriate topics for a given class. Abortion, religion, the Equal Rights Amendment, and the Moral Majority are among the issues personally observed in

recent mailings. They may be unsuitable for certain classroom use. Adult ESL learners have already developed their own culture-specific sense of social mores, taboos, religious and political beliefs. It should be the purpose of ESL instruction to help them verbalize their beliefs and opinions in English--not to shock or alienate them with the imposition of what may be totally foreign viewpoints. This is not to say that controversial topics should be completely avoided, for that extreme would not be any more suitable. Rather, the ESL teacher must judge the value these issues might have in his class with respect to their cross-cultural implications and their relevance to his students' interests.

The examination of selected professional literature in an earlier section of this paper pointed out the need to evaluate materials in terms of their adaptability, situational and personal relevance. Junk mail, like anything else, should be evaluated on those same terms.

The final pages of this study are devoted to examples of lessons and activities which incorporate junk mail in the adult ESL class. It is hoped they will offer concrete evidence that junk mail can be effective supplementary material. The suggestions may be followed as they are outlined here, or they may be further adapted to meet the needs of various classroom situations.

IV. APPLICATIONS AND PROCEDURES

Example 1

I. Junk mail: New York Zoological Society membership invitation (pp. 47-53)

II. Language or culture skills/tasks:

- A. Grammatical structures
- B. Reading comprehension

III. Classroom application:

- A. Illustrate the contextual use of verb forms and tenses
  1. The three introductory paragraphs to the letter exemplify contrastive use of past, present, and future (p. 47)
  2. The first section of the letter exemplifies a wide variety of imperatives (pp. 47-48)
  3. "Our Zoo and Aquarium" and "Our Laboratories and Worldwide Research" exemplify the contrastive use of the simple present and the present continuous (pp. 48-49)
  4. "Ten More Benefits for Your Family" exemplifies the future (pp. 49-50)
- B. Illustrate the contextual use of prepositions related to times and dates
  1. The original mailing envelope gives specific examples of "at," "on," and "in" (p. 51)

2. Further examples are provided in the brochure under "A Success Story" (p. 53)

C. Formulate a reading comprehension exercise using the illustrated brochure (pp. 52-53)

1. Duplicate the text so that each student has a copy and show the illustrations on an opaque projector or by other means
2. Give students time to read the text silently or aloud and to ask any questions they might have about it
3. Have students complete a series of comprehension questions like the following (Questions should reflect students' level of reading and writing proficiency--a cross-section of examples is presented here):
   a) How old is Astor?
   b) When was he born?
   c) Why is Astor special?
   d) When is Astor's birthday party?
   e) Who is invited to the party?
   f) How many different animals can you see at the zoo?
   g) What kind of research is done at the zoo?

h) How many people went to the zoo last year?

i) What is "Wild Asia"?

j) Why does the zoo need money?

k) Would you be willing to give money to the zoo? Why or why not?

D. Relate the structures presented in A and B and the text studied in C above to the lives of the students by having each student write a paragraph or two about himself

1. Ask a series of questions similar to the following:

a) When were you born?

b) Where did you grow up?

c) For how many years did you live in your native country?

d) When did you come to the United States?

e) Where do you live now?

f) When do you go to English classes and for how long?

g) Why are you learning English?

h) Where and when do you work?

i) When will you have a vacation?

j) What are you going to do on your vacation?

2. Have students answer the questions in a paragraph which might look something like this:

I was born on June 4, 1950, at 5:00 A.M. I grew up in Puerto Rico. I lived there for thirty-one years. In 1981 I came to the United States and I live in New York City now. I work every weekday from 9:00 A.M. to 5:00 P.M. at the Citibank on 72nd Street. I go to English class every Saturday morning for three hours. I am learning English because I need it for my job. I will have a vacation in September and I'm going to take my family to Puerto Rico.

Example 1: New York Zoological Society Letter

New York Zoological Society
Bronx New York 0460

When he was born last August, he weighed about 200 pounds. He had a 64-inch waistline. He was 40½ inches tall and 41 inches long -- if you didn't count his 13¾-inch trunk and his 25-inch tail.

Astor is the biggest baby in the whole Big Apple -- the first elephant born here since the mammoths of the Ice Age 10,000 years ago... and a mammoth success for the wildlife breeding program of the New York Zoological Society.

Astor's first birthday is really something to celebrate! And if you join the Society as a Family Member today, you and your entire family will be invited to the fun and festivities FREE!

Dear Member-Elect:

It's going to be love at first sight!

Astor is not only the first elephant born here in thousands and thousands of years he's the cutest calf you've ever seen -- as funny, frisky and feisty as a native son of New York should be!

Come see him while he's still a great big beautiful baby! Join as a Family Member today and get a special, free invitation to his fabulous first birthday party -- at the Bronx Zoo this summer!

Meet Astor and his family! Get acquainted with the hundreds of other rare and exotic creatures we successfully bred last year. See 3,500 animals, rep-

Example 1: Letter (continued)

tiles, and birds who call our bountifully forested 252 acres their home!

Ride through Astor's neighborhood, the fabulous Wild Asia habitat! Let the children hop, skip, and jump through the new Children's Zoo! Amaze yourself and amuse yourself with rides, movies, talks, live-animal demonstrations and displays, the likes of which you've never experienced before!

Have fun!

And feel proud!

As a Member of the New York Zoological Society, you are part of a private, non-profit organization chartered in 1895 to conduct zoological research and promote environmental education. We operate the Bronx Zoo, the New York Aquarium, the Osborn Laboratories of Marine Sciences, and the Animal Research and Conservation Center, a worldwide network of basic research and conservation programs in the field.

Our Zoo and Aquarium

The Bronx Zoo is the largest urban zoo in America and one of the most important scientific learning centers in the world. Almost 2,000,000 people come here every year for education and entertainment. More than 300,000 schoolchildren visit here -- and go away with a newfound love of the land and all its creatures, great and small.

But the Zoo's exhibitions and educational programs are only the "tip of the iceberg." Behind the scenes, Society scientists are doing pioneering work in animal behavior, animal husbandry and zoo-animal habitats. They are working on innovative new animal breeding programs to save from extinction rare animals whose native wilderness habitats are fast disappearing.

The Aquarium's exhibitions and educational programs are national models. More than 14,000 aquatic creatures live in replicas of their natural habitat.

Example 1: Letter (continued)

Our Laboratories and Worldwide Research

At the Laboratories, scientists are searching for new medicines from marine sources. Studying the effects of pollutants on marine life. Analyzing the marine food chain. Learning about the role of disease processes in the ecology of the sea. Discovering the effect of man's intrusion into the aquatic environment and what this may mean to our children's and grandchildren's economic world.

From their New York base, Society scientists are traveling the earth to provide to many governments the hows as well as the whys of wildlife conservation and wilderness protection. More than 40 of the world's national reserves and parks owe their lives to New York Zoological Society programs.

Our Helping Hand to New York Youth

When you join the Society, you are making a stand for conservation that is known and held worldwide. You are also encouraging a healthier and more wholesome city environment by helping young people get jobs they need. The Bronx Zoo, for example, is the largest single employer of youth in the entire borough.

Ten More Benefits for Your Family

As a Family Member, you, your spouse, and children up to age 16 have unlimited free admissions to both the Bronx Zoo and New York Aquarium...with 10 free parking tickets. You'll also receive...

20 free tickets for animal, Safari, Skyfari, and Bengali Express rides! Free admission to the new Children's Zoo, where kids can play with animals and play being animals in life-like habitats! Invitations to Zoo and Aquarium events, previews, lectures, films, weekend trips and longer tours led by Society scientists!

Six times a year, you'll receive one of America's most exciting and extraordinarily beautiful magazines,

Example 1: Letter (continued)

the amazing ANIMAL KINGDOM. You'll enjoy two great new social experiences -- invitations to the exclusive Annual Meeting in Lincoln Center and the chic Spring Garden Party. You'll have use of the private (and pretty) staff dining room on weekends and holidays.

Best of all!

Well, it's Astor's birthday party, of course!

A Free Birthday Party Invitation
for you and your whole family!

You're only one, once. And this is the only elephant we've ever had as a native-born son. That's why we're having a gala get-together in August to celebrate Astor's birth -- and his first year of health and happiness.

We hope you'll join us in wishing him many happy returns. We hope you'll help us support him...help us bring up his children and theirs.

Please join the New York Zoological Society today so we can reserve your free family tickets to Astor's Birthday Party, August 20, 1982.

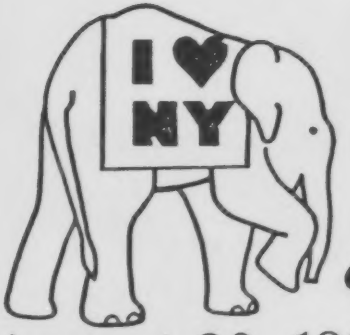
This is an elephant you'll never forget! So don't forget to get your card in early!

See you at the party! And welcome to the Society.

Sincerely,

Howard Phipps Jr.

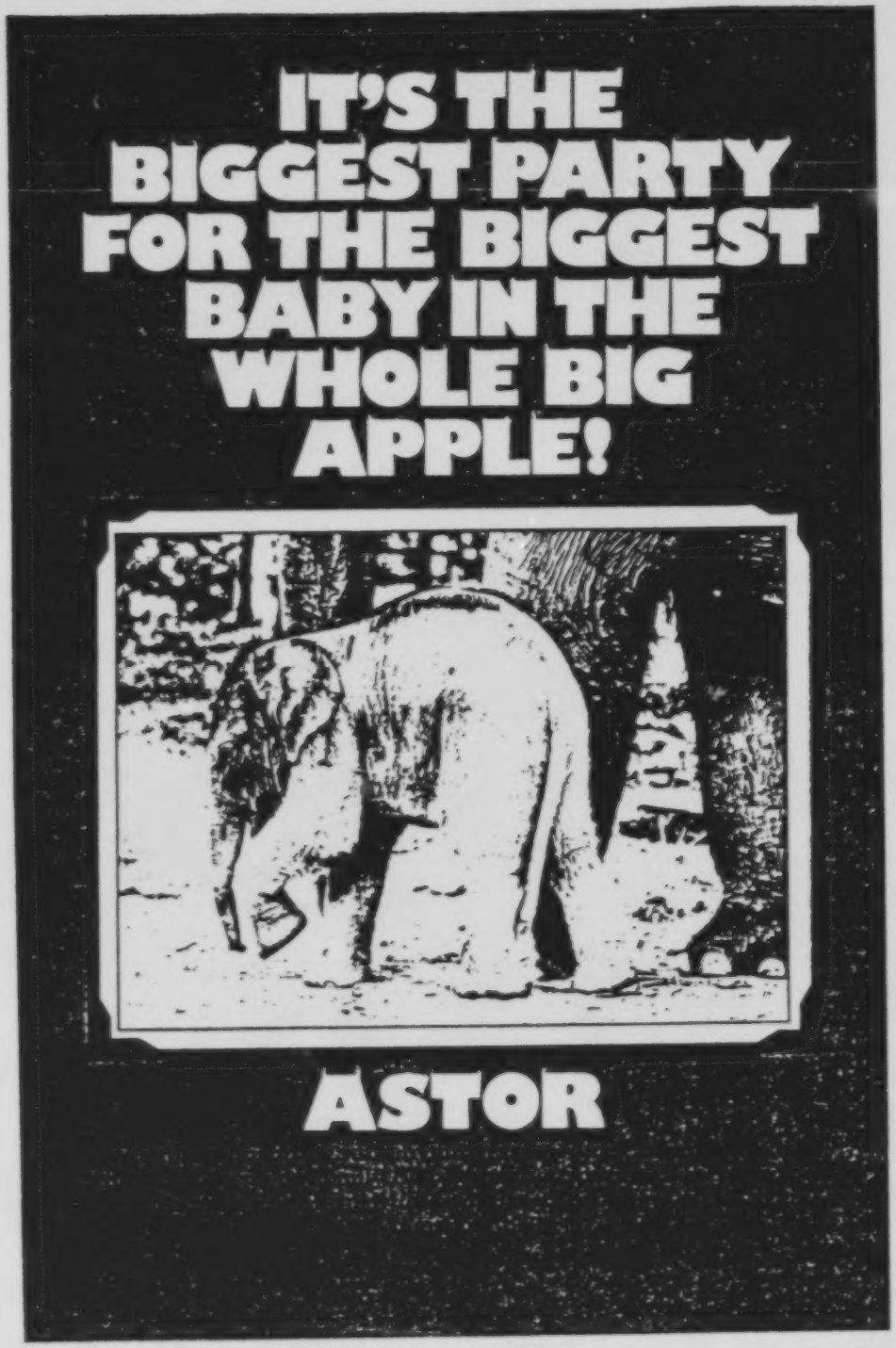
Howard Phipps, Jr.



"IT'S A BOY!" At 3:55 A.M. on August 20, 1981, Astor was born at the Bronx Zoo. He got up at 4:09 A.M. and 16 minutes later, he took a timid baby step, walking into our hearts and history as the first native-born New York elephant in 10,000 years! Now Astor is pleased to ask you to a zoo-per dooper birthday party. It's the biggest party for the biggest baby in the whole Big Apple — and **YOUR FAMILY IS INVITED FREE!**

Example 1: Original Mailing Envelope

Example 1: Illustrated Brochure



Example 1: Illustrated Brochure (continued)

It's a birthday party for our new native son and your family is invited—free!

Join the New York Zoological Society as a Family Member today and you and your children will receive a special invitation to *the* birthday party of the year — a party for Astor, the first elephant born in this area since the Ice Age 10,000 years ago . . . the first elephant born as a result of the Society's breeding program to protect rare and endangered species.

A happy home

This is the story. In 1973, the Bronx Zoo acquired four young, pre-adolescent elephants, three females and one male. Four years later we opened a beautiful new outdoor habitat for Asian wildlife, and in the center of Wild Asia, as it is called, we concealed a special housing and animal care facility.

Our elephants have lived there happily ever after, maturing normally in their forest home, bathing in their big swimming hole, developing a rapport with their keepers and curators, and getting to know and love one another.

A success story

The elephants formed a natural breeding group. Astor was born at 3:55 a.m. on August 20, 1981. He got up on his feet at 4:09 a.m. He walked at 4:25 a.m., a typical go-go New York native son!

When you come to Astor's birthday party on August 20, 1982, you can also see our young giraffes. You can see our newest baby polar bear, the fourth polar bear ever raised in New York. You can see Manhar, the wild gaur born of a domestic Holstein mother after a revolutionary embryo transfer.

In fact, you can see more than 3,500 mammals, reptiles and birds who make the Zoo their home — and your children can get acquainted with the animals in the big, beautiful, innovative new Children's Zoo.

Something to celebrate

As a Member, you are supporting the largest urban Zoo in America and one of the most important centers of zoological and environmental research anywhere. You are supporting pioneer work in animal behavior and husbandry. You are supporting new animal breeding programs which are helping save rare and exotic animals from extinction.

You are also supporting a Zoo where nearly 2,000,000 people came for education and recreation last year . . . a place where 300,000 school children came to augment their classroom experience . . . a place that employs more than 850 people — the largest employer of youth in the Bronx.

Your support is urgently needed. The New York Zoological Society is a private, non-profit organization. It is private contributions from people like you that help run the Bronx Zoo, the New York Aquarium, the Osborn Laboratories of Marine Sciences and the Animal Research and Conservation Center.

Closer to home, it is *your* help that secures Astor's future. Please join the Society today. It's the biggest gift you could give the biggest baby in town! And as you'll see from the bounty of benefits described on the back of this folder, it's a great gift for your whole family, too!

Example 2

I. Junk mail:
   A. Spiegel Catalog and size charts (pp. 56-58)
   B. Other assorted clothing catalogs
   C. Other materials: scissors, tape measurer, blank paper

II. Language or culture skills/tasks:
   A. Understanding American clothing sizes and measurement charts
   B. Following written directions

III. Classroom application:
   A. Give a copy of the size charts to each student
      1. Review the different size categories--girls', boys', infants', men's, etc.
      2. Review size and measurement terms--height/inches, weight/pounds, etc.
      3. Introduce size numbers or terms for each category--girls' size 14, misses size 14, men's size XL, etc.
      4. Practice by presenting hypothetical or real situations orally and having students find and tell the correct size--My baby is nine months old and she weighs eighteen pounds; what size dress should I buy for her? My husband has a thirty-six-inch waist; should I order a medium or large shirt for him?

B. Make copies of a size list for students to complete with their own sizes

1. Make one for men and one for women:

a) shirt _____ slacks _____
sportcoat_____ jacket _____
hat _____ shoe _____
glove _____ socks _____
belt _____ ring _____

b) blouse _____ slacks _____
jacket _____ dress _____
hat _____ shoe _____
pantyhose_____ socks _____
glove _____ ring _____

2. Give students time to figure out their sizes--hat, shoe, glove, and ring sizes can be figured by following the directions in the catalog (Use caution when requesting exact measurements which may be too personal or uncomfortable for some students. They can always be estimated or omitted if necessary.)

C. Once students have completed their personal size lists, let them page through some available clothing catalogs to see how their sizes apply to the items pictured and described therein

Example 2: Spiegel Catalog Size Charts

size charts

Spiegel women's fashions are cut to the size specifications shown below. Assure your good fit by measuring and comparing measurement with our size charts.

measure over undergarments

chest . . . measure under arms, above bust
bust . . . measure under arms, around fullest part of bust
waist . . . narrowest part of natural waistline
hips . . . around fullest part, about 7 inches below waist

Spiegel fashions fit the figure of average height 5'3½" to 5'7" tall. When the catalog description lists petite and tall sizes, consult the Misses, Miss/Junnor chart at right to find your correct numerical size, then order:
PETITE . . . if you're 5'3" or under.
TALL . . . if you're 5'7½" to 6' tall.

misses sizes 2 to 20 miss/junnor sizes 3/4 to 17/18 for the figure of average proportions, from 5'3½" to 5'7" tall.	order size	2	4	6	8	10	12	14	16	18	20
		1/2	3/4	5/6	7/8	9/10	11/12	13/14	15/16	17/18	
	fits bust, in.	30-30½	31-31½	32-32½	33-33½	34-35	35½-36½	37-38	38½-39½	40-41½	42-43½
	fits waist, in.	21-21½	22-22½	23-23½	24-24½	25-26	26½-27½	28-29	29½-30½	31-32½	33-34½
	fits hips, in.	32-32½	33-33½	34-34½	35-35½	36-37	37½-38½	39-40	40½-41½	42-43½	44-45½

half sizes 14½ to 26½. Larger in waist and bust, smaller from shoulder to waist. For mature figures 5'4" and under.	order size	14½	16½	18½	20½	22½	24½	26½
	fits bust, in.	37-38½	39-40½	41-42½	43-44½	45-46½	47-48½	49-50½
	fits waist, in.	29-30½	31-32½	33-34½	35-37	37½-39½	40-42	42½-44½
	fits hips, in.	38-39½	40-41½	42-43½	44-45½	46-47½	48-49½	50-51½

women's sizes 36 to 48. For the fuller, more mature figure 5 ft. 4 in. to 5 ft. 7 in. Waist and overall length are longer than half sizes.	order size	36	38	40	42	44	46	48
	fits bust, in.	39-40½	41-42½	43-44½	45-46½	47-48½	49-50½	51-52½
	fits waist, in.	31-32½	33-34½	35-37	37½-39½	40-42	42½-44½	45-47
	fits hips, in.	40-41½	42-43½	44-45½	46-47½	48-49½	50-51½	52-53½

Example 2: Size Charts (continued)

size charts

Spiegel children's fashions are cut to these size specifications

measure over undergarments

height . . . measure against wall without shoes
chest . . . around fullest part of chest and across back
waist . . . around natural waistline
hips . . . around body at fullest part of hips

please note: height is the deciding factor when height and chest or hip measurements fall in different sizes

for girls: use height and chest measurements for sweaters, dresses, blouses, shirts, and coats; use hip measurement for skirts, pants and shorts; use height and hip for all other girls' fashions.

for boys: use height and chest measurements for jackets, shirts and sportcoats; use height and waist for pants, jeans and shorts; inseam measurements are the same for slim, regular and husky.

girls' sizes 7 to 14

Apparel in this size range is designed to fit your grade schooler's figure. Many 7 to 14 fashions are available in slim and chubby sizes.

order size	height, inches	regular			slim		
		chest, inches	waist, inches	hips, inches	chest, inches	waist, inches	hips, inches
7	49 to 51½	25½-26½	22½-23	27½-28	23½-24½	20½-21	25½-26
8	52 to 53½	26½-27½	23-23½	28-29	24½-25½	21-21½	26½-27
10	54 to 55½	28-29	24-24½	29½-30½	26-27	22-22½	27½-28½
12	56 to 58	29½-30½	25-25½	31-32½	27½-28½	23-23½	29-30½
14	59½ to 60½	31-32	26-26½	33-34½	29-30	24-24½	31-32½

little girls' sizes 2 to 6X

Especially for the child who is losing the roundness of infancy. Styles are more fitted than those in 1 to 4 size range.

order size	height, inches	regular		
		chest, inches	waist, inches	hips, inches
2	33½ to 35½	20½-21	20-20½	20½-21
3	36 to 38½	21½-22	20½-21	21½-22
4	39 to 41½	22½-23	21-21½	22½-23
5	42 to 44½	23½-24	21½-22	23½-24
6	45 to 46½	24½-25	22-22½	24½-25
6X	47 to 48½	25½-26	22½-23	25½-26

young juniors sizes 6 to 14

For the junior high girl.

order size	height, inches	chest, inches	waist, inches	hips, inches
5	59½-60	28½-29	22-22½	31-31½
8	60½-61	29½-30	23-23½	32-32½
10	61½-62	30½-31	24-24½	33-33½
12	62½-63	31½-32½	25-25½	34-35
14	63½-64	33-34	26-26½	35½-36½

boys' sizes 3 to 20

If your boy is unusually slim, or husky, consult the chart at right for proportioned sizes to fit him best.

order size	height, inches	average			slim			order size	height, inches	husky		
		chest, inches	waist, inches	hips, inches	chest, inches	waist, inches	hips, inches			chest, inches	waist, inches	hips, inches
3	35 to 37½	21½-22	20½-21	21½-22	20-20½	18½-19	20½-21					
4	38 to 40½	22½-23	21-21½	22½-23	21-21½	19-19½	21½-22					
5	41 to 43½	23½-24	21½-22	23½-24	22-22½	19½-20	22½-23					
6	44 to 46½	24½-25	22-22½	24½-25	23½-24	20-20½	23½-24					
7	47 to 48½	25½-26	22½-23	25½-26	24-24½	20½-21	24½-25					
8	49 to 50½	26½-27	23½-24	26-27	25-25½	21½-22	25-26					
10	51 to 54½	27½-28½	24½-25	27½-28½	26-27	22½-23	26½-27½	10	51 to 54½	28½-29½	26½-27	29½-31
12	55 to 58½	29-30	25½-26	29-30½	27½-29	23½-24	28-29½	12	55 to 58½	30-31½	27½-28	31½-33
14	59 to 61½	30½-32	26½-27	31-32½	29½-30½	24½-25	30-31½	14	59 to 61½	32-33½	28½-29½	33½-35
16	62 to 64½	32½-33½	27½-28	33-34	31-32	25½-26	32-33	16	62 to 64½	34-35½	30-30½	35½-36½
18	65 to 66½	34-35	28½-29	34½-35½	32½-33½	26½-27	33½-34½	18	65 to 66½	36-37	30½-31½	37-38
20	67 to 68½	35½-36½	29½-30	36-37	34-35	27½-28	35-36	20	67 to 68½	37½-38½	32-32½	38½-39½

infants' sizes 6 to 36 months

When height and weight fall into different size ranges, order by height.

order size	6 mos.	9 mos.	12 mos.	18 mos.	24 mos.	36 mos.
height, inches	up to 25	25½ to 26½	27 to 29	29½ to 31½	32 to 34	34½ to 36½
over weight	16 lbs.	18 lbs.	22 lbs.	26 lbs.	29 lbs.	32 lbs.

toddlers' sizes 1 to 4

Dress and coat lengths are shorter. Legs and seat are cut full to accommodate diapers.

order size	height, inches	chest, inches	waist, inches	hips, inches
1	Up to 33	19½-20	19½-20	19½-20
2	33½ to 35½	20½-21	20-20½	20½-21
3	36 to 38½	21½-22	20½-21	21½-22
4	39 to 41½	22½-23	21-21½	22½-23

NO GARMENT IN THIS CATALOG HAS BEEN TREATED WITH ANY FLAME RETARDANT CHEMICALS (INCLUDING TRIS B.P.). The inherent properties in the fabrics provide flame resistance. Spiegel sleepwear for infants, toddlers, and children through size 18 is self-extinguishing when removed from flame. It meets or exceeds those requirements outlined in the Governmental flammability standard D. O. C. FF3-71 OR D. O. C. FF5-74. MACHINE WASH, WARM; TUMBLE DRY; USE A GOOD DETERGENT—DO NOT USE BLEACH. DO NOT IRON.

Example 2: Size Charts (continued)

size charts

men's sizes

Spiegel men's fashions are regular cut unless otherwise stated. Be sure to measure each time you order to assure best fit.

SHORT fits 5'3" to 5'8". REGULAR fits over 5'8" to 5'11". TALL fits 5'11" to 6'4".

neck . . . measure neckband of well-fitting shirt. Lay shirt collar flat and measure from bottom to far end of buttonhole.

chest . . . under arms around fullest part of chest.

waist . . . over well-fitting slacks without belt while being worn.

inseam . . . from crotch seam to finished edge of leg on well-fitting slacks laid flat.

sleeves . . . from center back of collar across shoulder, over elbow to wrist.

belt . . . around waistband.

suits and sportcoats sizes 36 to 46. *Order by chest size. Be sure waist will be comfortable.*	*order size*	36	37	38	39	40	42	44	46
	(if chest is (inches):	35-36	36-37	37-38	38-39	39-40	41-42	43-44	45-46
	and waist is (inches):	28-31	29-32	30-33	31-34	32-35	34-37	36-39	38-41

jackets, sizes 36 to 46. *Order by chest size*	*order size*	36	38	40	42	44	46
	(if chest is (inches):	34½-36	36½-38	38½-40	40½-42	42½-44	44½-46

men's shirts Order S, M, L, or XL. Be sure to use waist measurement. *All shirts are regular fit unless otherwise stated.*	*order size letter*	*regular fit* *if waist is no more than*	*full fit* *if waist is no more than*
	S	33 in.	35 in.
	M	37 in.	39 in.
	L	41 in.	44 in.
	XL	45 in.	48 in.

hat size

Place tape measure around head. The number of inches is converted to hat size in chart below.

if nearest number of inches is:	18¾	19¼	19¾	19¾	20¼	20¾	21⅛	21½	21⅞	22¼	22⅝	23	23½	23⅞	24¼	24⅝	25
your hat size is:	6	6⅛	6¼	6⅜	6½	6⅝	6¾	6⅞	7	7⅛	7¼	7⅜	7½	7⅝	7¾	7⅞	8

shoe size

If you're not sure of your shoe size, follow these instructions for the proper fit: Sit down, pull stockinged foot on a piece of paper and measure length by drawing a straight line across the tip of your longest toe and one behind your heel. To measure width, mark similarly the widest part of your foot at the inside and outside. Diagram both feet and send us the larger diagram with your order.

glove size

With hand flat, measure distance around knuckles, excluding thumb. Number of inches is your glove size.

shoe widths

	AAAA	AA	A	B	C	D	E	EE	EEE
Men's Boys			*very narrow*	*narrow*	*med. narrow*	*med.*	*med. wide*	*wide*	*extra wide*
Women's	*extra narrow*	*narrow*		*med.*	*med. wide*	*wide*	*extra wide*		

ring size

Wrap a narrow piece of paper snugly over your knuckle and mark where it overlaps. Measure the paper against the chart right—if between sizes, order next larger size.

pantyhose

size	4'10"	4'11"	5'0"	5'1"	5'2"	5'3"	5'4"	5'5"	5'6"	5'7"	5'8"	5'9"	5'10"	5'11"	6'0"
Burlington/ Evan-Picone															
small	85-130	85-125	85-120	85-115	85-110	85-105	90-100	90-95							
med.		130-135	125-140	120-145	115-150	110-145	105-140	100-135	100-130	105-125	110-120	110-115			
long						150-155	145-160	140-165	135-170	130-165	125-160	120-155	120-150	125-145	130-140
x-long					155-165	160-170	165-175	170-180	175-180	170-180	165-180	160-175	155-170	150-165	145-160
Hanes															
A		115-120	110-125	105-125	100-120	95-115	100-110	105							
B				130	125-135	120-140	115-135	110-130	110-125	115-120					
C							140-145	135-150	130-150	125-145	120-140	125-135	130		
D									155	150-160	145-165	140-160	135-155	135-150	140-145
Diane von Furstenberg															
small	95-125	90-125	85-125	85-120	85-115	85-105	90-100	95-100							
med.			130-140	125-145	120-150	110-150	105-150	105-140	100-135	105-125	110-120	115-120			
long							155-160	145-165	140-165	130-165	125-160	125-155	120-145	125-140	

big girls' and women's socks

if shoe size is	3-4	4½-5	5½-6	6½-7	7½-8	8½-9	9½-10	10½-11
order sock size	8½	9	9½	10	10½	11	11½	12

little boys' and boys' socks

if shoe size is	6-7	7½-8½	9-10	10½-12	12½-13	1-2½	3-4½	5-6
order sock size	6	6½	7	7½	8	8½	9	9½

big boys' and men's socks

if shoe size is	6½-7	7½-8	8½-9	9½-10	10½-11	11½-12	12½-13	
order sock size	10	10½	11	11½	12	13	14	
stretch socks	*Medium*				*Large*			

infants and juvenile socks

if shoe size is	*Infant's 1 to 4*	*Child's 5 to 8*	*Child's 9 to 13*	*Juvenile 1 to 5*	*Juvenile 6 to 10*
order sock size	4-5	5½-6½	7-8	8½-9½	9-11
stretch socks	XS	S	M	L	XL

Example 3

I. Junk mail: A variety of small-sized mail-order catalogs with order forms--at least one catalog for each student (order form, p. 61)

II. Language or culture skills/tasks:
   A. Completing a merchandise order form
   B. Writing an ordering letter
   C. Making and substantiating choices

III. Classroom application:
   A. Allow each student to choose one catalog from the available collection
      1. Ask students to look carefully through the catalog and choose three items they would like to order
      2. Review the information needed to fill out an order form
      3. Have students complete the catalog order forms for their items
   B. Tell students that order forms are sometimes missing from a catalog
      1. Using the information usually requested on an order form, describe how to write an ordering letter
      2. Have students formulate ordering letters for the items they have chosen

C. Ask each student to tell the class what he ordered and why

Example 3: Catalog Order Form

LILLIAN VERNON®

510 SOUTH FULTON AVENUE
MOUNT VERNON, NY 10550 914-699-1420

DATE _____
TEL. NO. _____
NO CASH OR C.O.D.'s

OUR MONEY-BACK GUARANTEE . . . Just as we have for 31 years, we promise complete satisfaction. You may return any item for replacement or refund – your choice.

OUR REFERENCES . . . Our bank is Bankers Trust Company of New York, NY. We're members of the New England Mail Order Association and the Direct Mail Marketing Association.

LIFT FLAP FOR MORE MERCHANDISE

Peel label off back cover and place within the box at right. If address (or name) is incorrect, please make any changes.

PEEL ADDRESS LABEL OFF BACK COVER AND PLACE HERE – EVEN IF ADDRESS IS INCORRECT. IF ADDRESS ON LABEL IS WRONG, PLEASE MAKE ANY CORRECTIONS. HELP US PREVENT DUPLICATE MAILINGS! IF YOU RECEIVE MORE THAN ONE OF THIS SAME CATALOG, ENCLOSE THE LABELS – WE'LL SEND YOU $1 FOR YOUR TROUBLE.

ORDER TOTAL _____
from total below. Be sure to add shipping.

CHARGE ORDERS, $10 MINIMUM
☐ MasterCard ☐ Visa
Exp. Date _____
Card No.

Sign here _____

NAME _____
ADDRESS _____ APT ____
we must have a street address for UPS delivery
CITY _____
STATE _____ ZIP _____

PAGE NO.	NAME OF ITEM	ITEM NUMBER	QTY.	Print PERSONALIZATION. For monogramming, UNDERLINE LAST INITIAL for centering.	SIZE	COLOR	PRICE EACH	TOTAL PRICE
	MEMO PAD WITH PEN	4 3 4 4		FREE GIFT . . . one for each $10 in merchandise total				

Send Item # _____ to
Name _____
Address _____
City _____
State _____ Zip _____
☐ Gift card enclosed

WE SOMETIMES SHARE OUR MAILING LISTS with companies whose products you might enjoy. If you'd rather not get these mailings, send us your name and address as they appear on the back cover – even if incorrect. Specify whether to remove your name only from outside mailings or from ours too. Send to:
Lillian Vernon Mail Preference
510 South Fulton Ave.
Mt. Vernon, NY 10550

SHIPPING CHARGES
Covers postage or UPS, handling and insurance for guaranteed delivery.

Up to $10	$2.00
$10.01 to $15	$2.75
$15.01 to $25	$3.35
$25.01 to $35	$3.95
$35.01 to $50	$4.75
Over $50	$5.75
For each gift sent to a separate address add	$1.75

PURCHASE TOTAL chg. orders $10 min.	
SHIPPING CHARGE shown left	
SUBTOTAL add two lines above	
NY SALES TAX residents only	
TOTAL fill in above too	

Example 4

I. Junk mail: A mail-order gift catalog for each student

II. Language or culture skills/tasks:

A. Understanding birthday traditions in America

B. Understanding and giving oral descriptions of people

C. Offering suggestions

D. Accepting and rejecting suggestions

III. Classroom application:

A. Discuss birthday traditions in the United States--how and why birthdays are celebrated, etc. (Have students compare them to their native countries' traditions if desired.)

B. Give each student a mail-order gift catalog and tell the students that you want their suggestions for birthday gifts you need to buy

1. Write a list on the blackboard of your friends and relatives who are having birthdays in the near future--use real examples such as your father, spouse, great aunt, your friend Mary, etc.

2. Describe the people listed on the board one by one--what they like to do, where they live, how old they are, what kind of job they have, etc.

3. Ask students to find and suggest items from their catalogs which would be appropriate birthday gifts based on your descriptions of the people
4. Evaluate the suggestions orally and give specific reasons for rejecting or accepting them
5. Ask for suggestions from several students until one is decided on
6. Write the items on the board next to the persons' names until you have completed the birthday gift list

C. Ask for student volunteers to repeat the activity taking your place as the one who needs to find birthday gifts for specific people

Example 5

I. Junk mail:

A. Two pages from a mail-order catalog on which the merchandise descriptions for similar items have been blocked out (pp. 66, 68)

B. A copy for each student of the merchandise descriptions from one of the pages (p. 67)

C. Other equipment: An opaque projector, if available

II. Language or culture skills/tasks:

A. Identifying similar items by their written descriptions--recognizing descriptive adjectives and adverbs and the differences they make

B. Writing descriptions of similar items--using descriptive adjectives and adverbs to help distinguish one item from another

C. Practicing pronunciation

III. Classroom application:

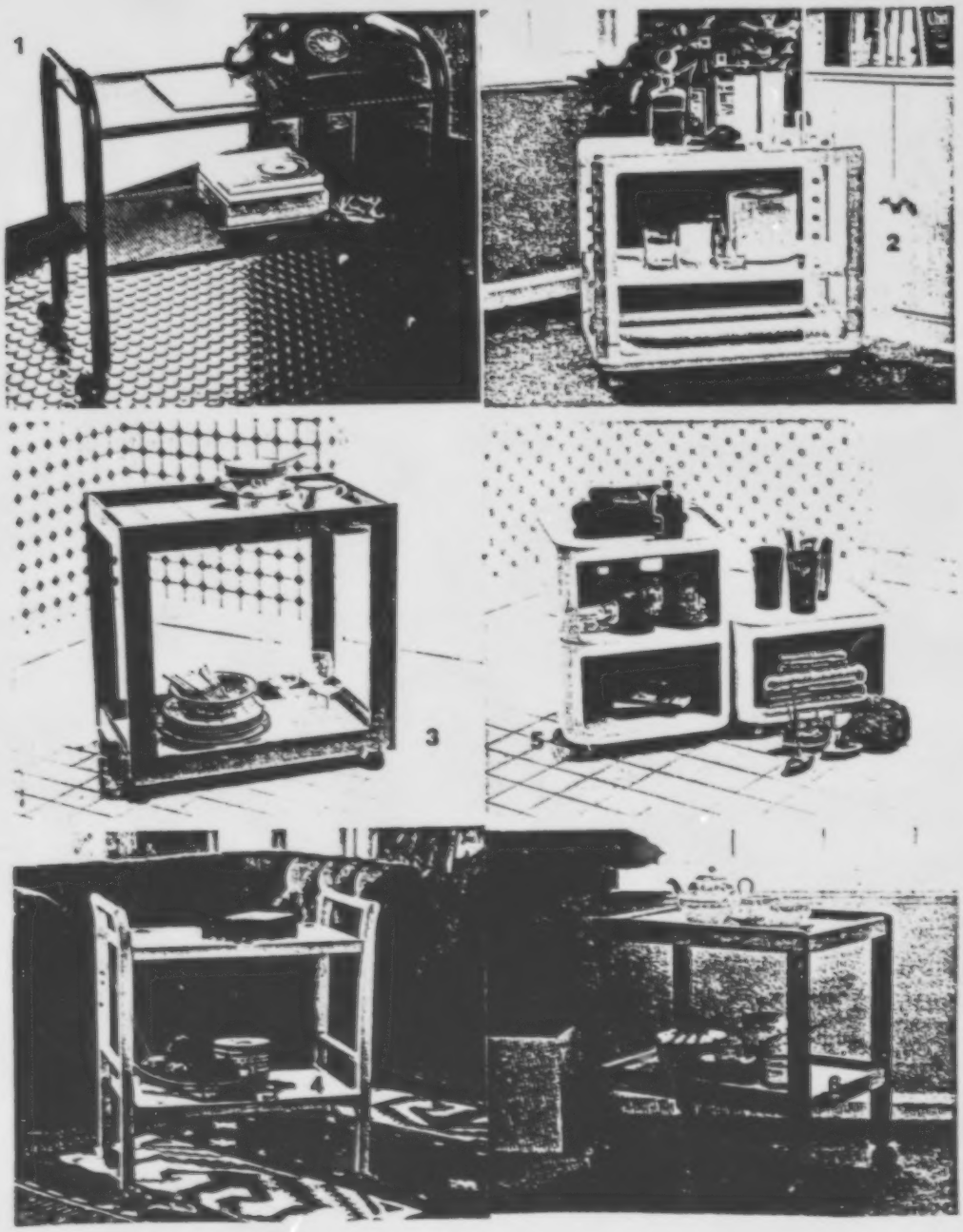
A. On the opaque projector show the class a page from a mail-order catalog, minus its descriptive text (p. 66)

1. Give each student a copy of the merchandise descriptions in scrambled order (p. 67)

2. Have students take turns reading the descriptions orally
3. Focus on the use of descriptive adjectives and adverbs, and on any pronunciation problems that may arise
4. Ask students to figure out which description matches which item pictured on the catalog page

B. Show the second catalog page, minus its descriptive text (p. 68)
   1. Ask students to write their own descriptions of each item on the page
   2. Have students work in small groups, pairs, or individually
   3. Ask students to read their descriptions orally so that others can guess which items they are describing--focus again on their use of descriptive adjectives and adverbs as well as on acceptable pronunciation

Example 5: Catalog Page Minus Descriptions



Example 5: Catalog Merchandise Descriptions

Kartell multi box.
Reasonably priced storage to follow you anywhere – convenient for the bath, at bedside or in the office. Made of sturdy, lightweight white plastic with two roomy storage compartments. Completely portable: Rolls on castors from room to room.
H19½" × W15" × D15"
B355100 $55.00

Tech trolley.
Rolling storage with rugged good looks for the telephone, entertainment systems, etc. In matt black lacquered steel tubing with perforated steel shelves. Matches Tech furniture, page 10. H22" × W26" × D14½
B384011 $70.00

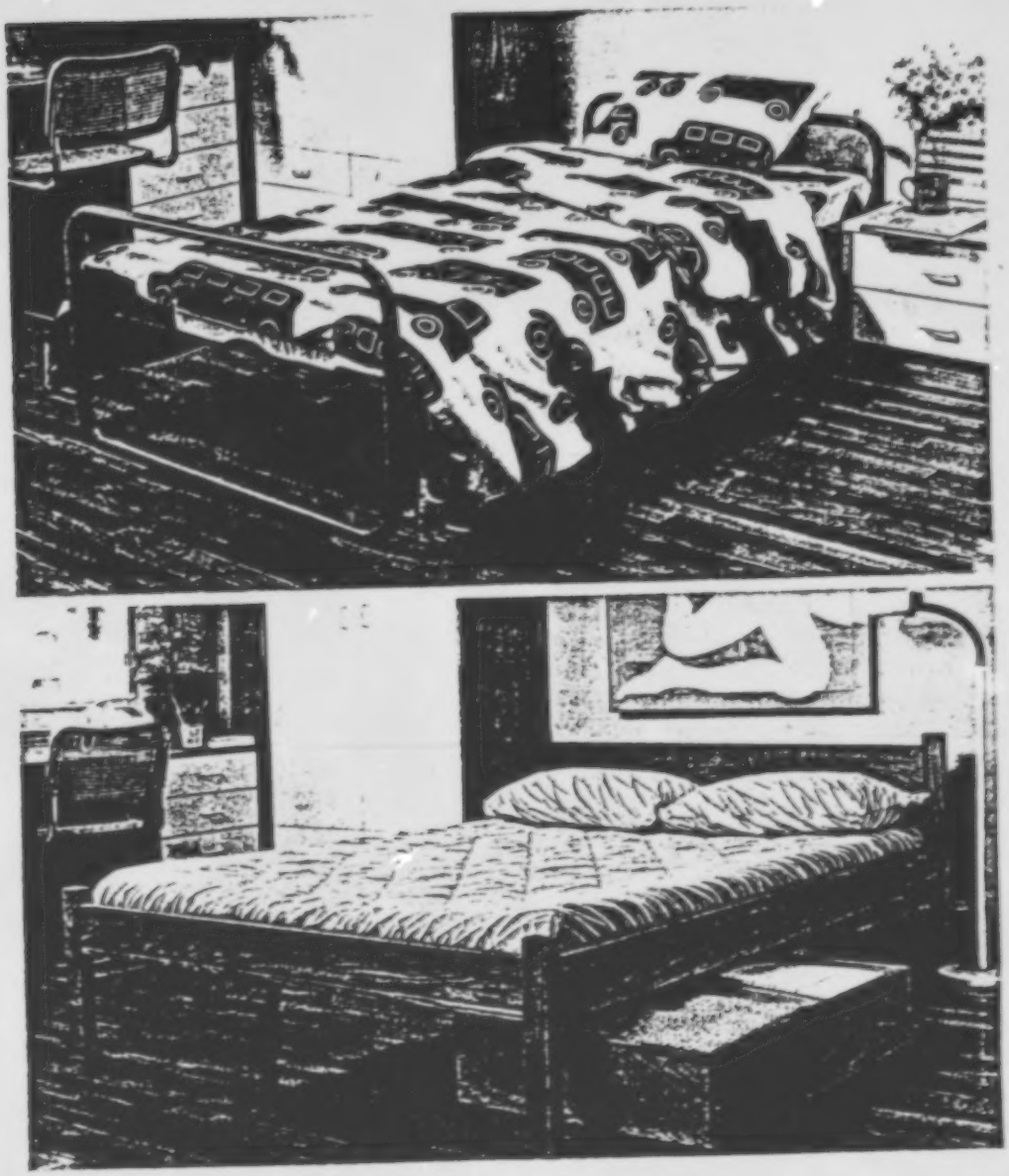
Tile top trolley.
Solid pine frame, underframe and legs; gleaming white ceramic tile top shelf, easy-clean white melamine bottom shelf. Matches tile top furniture on page 37.
H28" × W19" × D28"
B383910 $185.00

Bird trolley.
Wood complemented by graceful lines and rounded contours adds a pretty touch to a room. In clean, light solid birch with two extra roomy, sturdy shelves. H28¼" × W27" × D16¼
B376078 $220.00

Kartell trolley.
This is multipurpose, quick-change furniture. Instantly it can become a TV or stereo table, a bar or a side table for dining. Made of high-impact, durable white plastic in your choice of two sizes. With sleek lines and wipe-clean surfaces for minimal maintenance. Low trolley has stationary shelf; high trolley has adjustable middle shelf.
Low H17½" × W26¼" × D16¼"
B355186 $100.00
High with adjustable shelf
H23¾" × W26¼" × D16¼"
B355194 $125.00

Faeroe trolley.
Handsome Danish design in natural or black-stain solid ash. Gracefully proportioned with two extra sturdy shelves – a perfect showcase for displaying plants, colorful serving pieces, a bar, entertainment equipment. Besides providing extra storage, its deep wood-tone looks wonderful in any room setting. Rolls on castors.
H28" × W28¼" × D17½"
B914401 Black
B914428 Natural $180.00

Example 5: Second Catalog Page Minus Descriptions



Example 6

I. Junk mail: One or more pages of a mail-order catalog for each pair or small group of students (p. 71)

II. Language or culture skills/tasks:
   A. Using yes/no questions to obtain information
   B. Using descriptive adjectives

III. Classroom application:
   A. Give each pair or small group of students one or more pages torn directly out of a mail-order catalog--use pages that show several different items
      1. Review yes/no question structure
      2. Have one student choose an item from the catalog page and write it on a slip of paper without letting others know what it is
      3. Have the other students ask yes/no questions until they are able to guess which item was chosen--Is it green? Is it large and round? Does it cost more than ten dollars? Can you use it in the kitchen?, etc.
      4. Structure the activity so that each student is allowed to choose an item as well as ask questions

B. Repeat the procedure, this time relating it to descriptions of students in the class--Is this person a woman? Is she tall and slim? Does she have curly brown hair? Can she speak French?, etc.

Example 6: Mail-Order Catalog Page

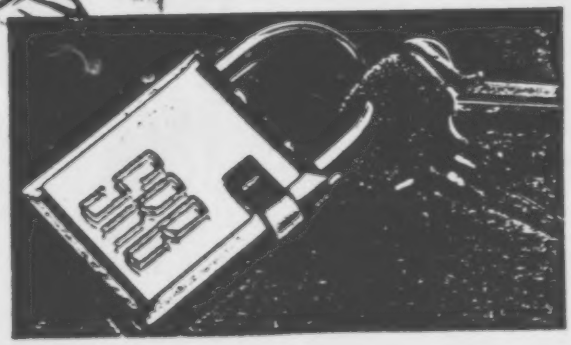
gifts: the very thing

CHINESE SENTIMENTS IN SOLID BRASS. Calligraphy for your table or wall—elegance with a message. These exquisite brush strokes mean "long life" and "double happiness"—a loving wedding or anniversary gift. Each has feet for use as a trivet, back hook for hanging. From Swatch province, known for fine castings—9 to 9½", boxed set of 2.
7654 Chinese Brass Trivet Set $17.98

SOLID BRASS POCKET WATCH ALARM has Staiger quality, quartz precision, classic design. Durable, accurate, no noisy ticking, lacquered to prevent tarnish. White face with black Roman numerals for hours, Arabic numbers for minutes, brass alarm hand, stem and fob ring detail. 4¾" tall, has stand plus hanging hole, gift-boxed—just add one 1.5V AA battery. Our import from West Germany.
3715 Brass Pocket Watch Clock $35.00

AMERICAN-CRAFTED GLASS VASE IS MOUTH-BLOWN—spiral swirl design is the perfect foil for showy bouquets. Simple perfection of its round shape and crystal clarity lets the flowers steal the spotlight; yet it's handsome enough alone as a piece of art glass. 8" wide, about 7" tall, gift-boxed, a handmade marvel by Pilgrim Glass.
5651 Spiral Vase $17.98

MIRRORED LUCITE PADLOCK makes it easy for you to add keys, but hard to lose them—the last word in security. Black Lucite sandwiched between beveled mirrored Lucite, has a 1" chrome-finish brass ring secured by a locking nut. 1½x1¾", own alone by Robert Mauzy, engraved with initials.
1994 Padlock Keyring $3.98
2 for $7.50



Example 7

I. Junk mail: A variety of contribution solicitations, single-item merchandise offerings, and mail-order catalogs--at least one mailing for each student

II. Language or culture skills/tasks:

A. Reading comprehension

B. Giving information

C. Persuading someone to do or buy something

D. Evaluating information and making decisions to do or buy something

III. Classroom application:

A. Allow each student to choose a mailing of personal interest

1. Ask students to read their individual mailings carefully and to prepare in writing:

a) A full description of one item from a a catalog or one organization requesting contributions

b) Their personal reasons for purchasing the item or supporting the organization

c) Reasons for others to purchase the item or support the organization

2. Have each student, using what he has prepared, try to persuade the class orally

to buy his item or to contribute to his organization

3. Encourage the other students to ask questions, to evaluate the presentation, and to vote on whether or not they were persuaded to purchase or contribute

B. Expand the activity to one that allows students to present personal opinion and a "sales pitch" about anything that interests them--starting a particular hobby, reading a certain book, seeing a favorite movie, trying a specific recipe, belonging to a particular club or organization, going to a favorite restaurant; in short, anything a student likes to do and thinks could benefit others

Example 8

I. Junk mail: Harry and David's Easter Surprises catalog and envelope (pp. 76-78)--or any mailing related to American holidays

II. Language or culture skills/tasks: Understanding the celebrations and traditions of Easter in the United States

III. Classroom application:

A. Use the mailing as a point of departure for a discussion about Easter celebrations and traditions in America

1. Discuss how and why Easter is celebrated--make it personal; tell about your own Easter experiences

a) Religious implications (if appropriate)

b) Springtime and the celebration of new life

c) Family and friends gatherings

d) Easter egg hunts

2. Discuss the symbols of Easter

a) Bunnies, baskets, eggs, flowers, baby animals

b) Use the mailing to illustrate them--use an opaque projector or other means

B. Have students tell about related celebrations in their native countries and how they will celebrate Easter this year in the United States (if they will)

C. Give each student an Easter egg or small basket --for them or their children

Harry and David® Medford, Oregon 97501

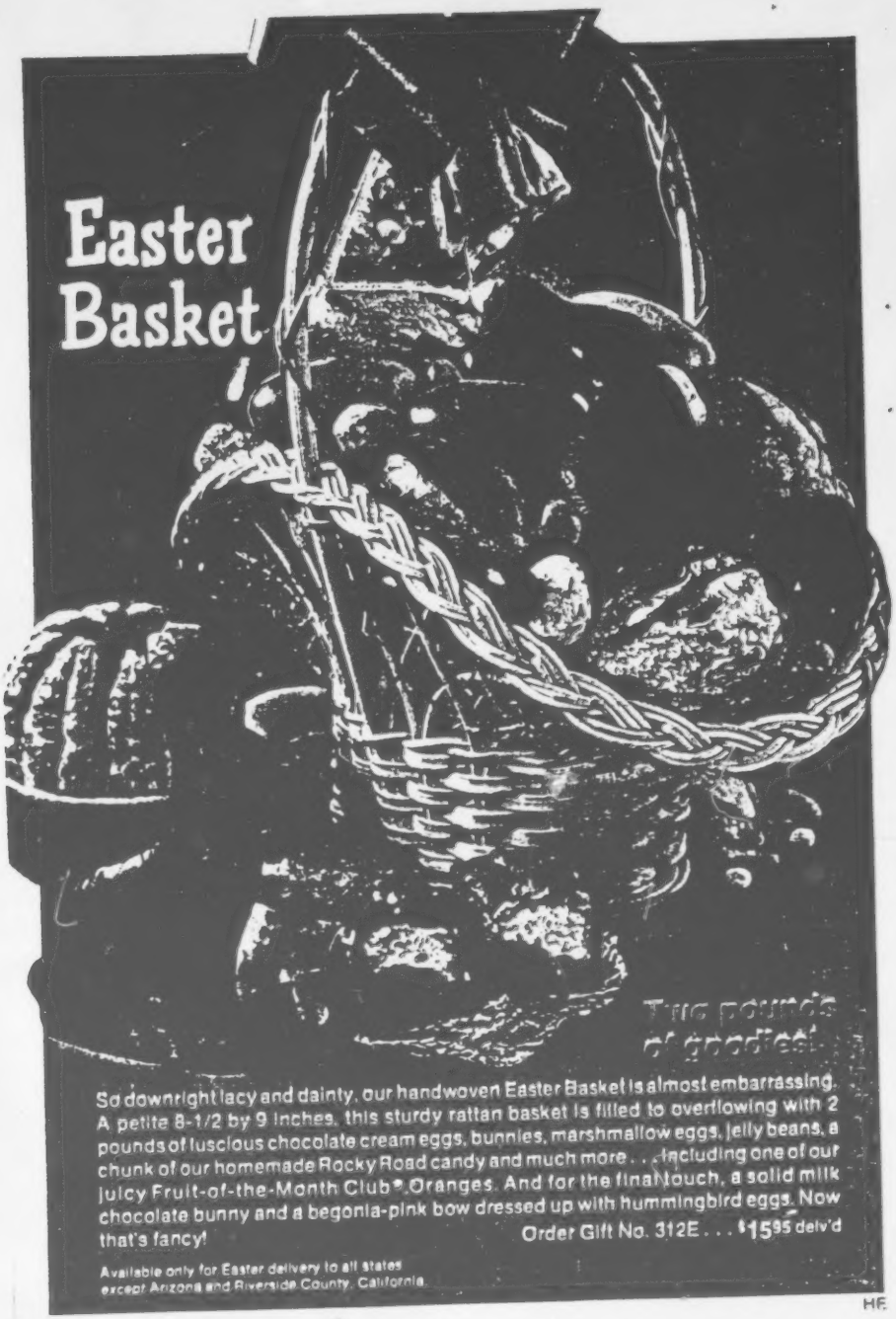
BULK RATE
U.S. POSTAGE
PAID
Harry and David

Example 8: Easter Surprises Mailing Envelope

from the Good Eggs at Harry and David®

Example 8: Mailing Envelope (continued)

Example 8: Easter Surprises Catalog Page


Easter Basket
Two pounds of goodies!
So downright lacy and dainty, our handwoven Easter Basket is almost embarrassing. A petite 8-1/2 by 9 inches, this sturdy rattan basket is filled to overflowing with 2 pounds of luscious chocolate cream eggs, bunnies, marshmallow eggs, jelly beans, a chunk of our homemade Rocky Road candy and much more . . . including one of our juicy Fruit-of-the-Month Club® Oranges. And for the final touch, a solid milk chocolate bunny and a begonia-pink bow dressed up with hummingbird eggs. Now that's fancy!
Order Gift No. 312E . . . $15.95 deliv'd
Available only for Easter delivery to all states except Arizona and Riverside County, California.
HE
Harry and David®
Bear Creek Orchards, Medford, Oregon 97501

Example 9

I. Junk mail: Three or four contribution solicitations from various types of organizations--photocopy for each student
   A. UNICEF (p. 81)
   B. Recording for the Blind (pp. 82-83)
   C. World Wildlife Fund (pp. 84-85)
   D. ASPCA (pp. 86-87)

II. Language or culture skills/tasks
   A. Reading comprehension
   B. Making group decisions
   C. Clarifying and expressing opinions about values

III. Classroom application
   A. In advance, give each student a copy of the material so that he may read and study it at home or in a prior class session
   B. After students have had a chance to become familiar with the mailings, divide the class into groups of four to six people each
      1. Tell students that each group has a total of fifty dollars to give to one, any, or all of the organizations represented by the mailings
      2. Ask each group to discuss and decide how it will spend its money

3. Set a time limit for the discussion and decision-making process
4. Have a spokesperson from each group report the decision and tell how and why it was made
5. List the decisions on the blackboard and follow-up with a full class discussion if appropriate

Example 9: UNICEF Contribution Solicitation

March 1982

Dear Friend of UNICEF,

Where were you 35 years ago? More than half of all Americans alive today had not yet been born. But if you were, you may recall the year Harry Truman was President. The Cardinals won the World Series. And in New York, the United Nations decided to take action to assist the youngest victims of history's most destructive war.

Yes, UNICEF was founded 35 years ago: and in the years since, it has been instrumental in saving the lives and improving the chances of hundreds of millions of boys and girls around the globe. Today, UNICEF no longer limits its aid to victims of war and other emergencies. UNICEF also works to bring nutrition, health care, education and clean water to children in remote places, far from the headline-making events that would focus the world's attention on their misery and deprivation.

Your generous support plays a vital role in UNICEF's work. On the back of this letter, you will learn some of the good things your support has brought to children in the past year alone. Truly, you have changed the life of at least one child - and possibly many more - for the better.

But for all the changes UNICEF has brought about over the years, some things never change. Love, warmth, tenderness, concern - children need these things to survive. And you can bring all those things to the world's children each time you express those feelings to your own friends, relatives and loved ones - by sending UNICEF Cards, Gifts and Stationery.

When you open the enclosed catalog, you will see exactly what I mean. The beautiful mini-notes designed by Chinese children on page 13 ... the simple but elegant Correspondence Folio on page 5 ... the colorful Super Box Collection on page 12 ... the fanciful "Floral Song" giftwrap with matching cards and ribbon on page 4 ... each exquisite way of saying "I care" to your own dear ones brings your love and concern to the world's children, as well.

I invite you to examine the catalog, then take a moment to send your order today, by returning the order form or calling our toll-free number: 1-800-228-1666. And I ask you in this anniversary year, to consider ordering one or two extra items from our catalog. A contribution enclosed with your order is fully tax-deductible - you may charge both your gift and order to your Visa or MasterCard account. This will help UNICEF to assist even more youngsters - and bring your good wishes to even more of your loved ones, as well.

My warm personal thanks for your continuing commitment to the world's children through UNICEF.

HD:fhl

Sincerely,

Hugh Downs
Chairman

unicef

Example 9: Recording for the Blind Contribution Solicitation

Dear Friend,

Homer sang of glorious deeds, Milton spoke epic poetry to his secretary-daughters. Fortunately, their genius was not lost to us because of their blindness. Fortunately, too, neither is the capacity for learning and enjoying their poetry lost to blind Americans today.

Recording for the Blind opens vistas for thousands of print-handicapped young people to study not only poetry, but also to gain the knowledge they need for productive, independent lives. Educational tapes covering literature and law, business management and physics, computer science and teaching are made available free on loan to blind students in every state and at every academic level. No longer tied to Braille or paid readers, they can aspire to and attain rewarding and meaningful jobs in every known field.

> Debbie Potocki is a disc jockey... James Slagle designs computer programs for Naval Intelligence... Linda Schneider is a practicing lawyer... Eric Kloss is a musician-composer, with thirty recorded compositions to his credit... Laura Sloate is an investment counselor... David Hartman is now a practicing psychiatrist working with the handicapped at the University of Pennsylvania.

They are just a few of the 53,000 courageous, talented young people who have used RFB tapes to meet the challenges of their lives and become remarkable assets to our nation.

From RFB's library of spoken words, nearly 77,000 tapes are loaned each year to ambitious students to enable them to surmount the barriers to knowledge -- to master subjects that can make the difference between their success or failure in life.

Trained volunteers in 28 studios across the country record over 4,000 new titles a year upon request. Each precious tape is a passport for the blind to the sighted world. In order to keep building this remarkable storehouse of knowledge which

Example 9: Recording for the Blind (continued)

serves over 14,000 blind students and professionals a year. Recording for the Blind must turn to you for help.

I'm hoping you'll want to contribute the cost of one taped copy of a book ($30), or perhaps all the books a student needs in a college year ($975). Whatever you choose to give (your contribution is tax-deductible) will open new careers and new opportunites for the blind -- will give them the knowledge they need today to become self-supporting, productive members of society tomorrow.

Please be as generous as you can.

Sincerely,

Arminda J. Castles
President

Example 9: World Wildlife Fund Contribution Solicitation

WORLD WILDLIFE FUND-U.S.

1601 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C. 20009

TELEPHONE: (202) 387-0800

RUSSELL E. TRAIN
PRESIDENT

You hear talk about the need

to save our planet's endangered wildlife...

...too often it's just talk.

That's why I am writing to you today. For I assume that you not only want to talk about it but that you are concerned with what's been happening and want to do something about it.

You know that many forms of life, once abundant, are now vanishing forever.

What can you do about it?

You can accept this invitation to support World Wildlife Fund.

Since 1961, World Wildlife Fund has helped to rescue a great number of mammals and birds from the brink of extinction. It has created or supported 260 National Parks on five continents - a total area almost twice the size of Texas - to provide wild creatures with the habitat and protection they need.

So far, such programs as saving the Arabian Oryx, the Peregrine Falcon in America, India's Tigers, and Africa's Flamingos...along with many others...have cost World Wildlife Fund more than $60,000,000.

That's a huge sum but we need much, much more for we've hardly begun. And all of that huge sum, every penny of it, has come from voluntary contributions made by far-seeing men and women who realize, as you do too, that a planet on which wildlife cannot survive is a planet on its way to being one where man may not survive.

There are good reasons why World Wildlife Fund has been able to achieve so much: the saving of the last of the Sahara Desert Antelopes, extending the life of the Serengeti. It is because World Wildlife Fund works by setting up projects that are practical and based on solid scientific research.

Example 9: World Wildlife Fund (continued)

Some people will ask, "Why bother? Who needs nature?" You tell them that everybody needs nature. For food, health, scientific innovation, the maintenance of many industries, the prevention of environmental disasters such as floods, droughts, and epidemics, for recreation, refreshment and inspiration. But above all, for survival.

And that's why we raise money and that's what we spend it for. We need your membership support now. We need to act now. Extinction can come quickly. And extinction is forever.

Please send your $15 annual membership dues...plus whatever additional amount you can send to World Wildlife Fund. And please do it today.

I am counting on you to take this practical step for conservation through your support of World Wildlife Fund. As we know, talk alone won't accomplish much. It takes money to support the action that gets the job done.

Sincerely,

Russell E. Train

RET/mc

P.S. Please do not put this letter aside without a long, hard look at the plight of our vanishing wildlife - and how you can help as a member of W.W.F.

Thank you,

R.T.

Example 9: ASPCA Contribution Solicitation

Dear Friend:

A stray cat runs from children throwing rocks . . . an abandoned dog tears through garbage, looking for food . . . a new family of 6 kittens is born in a dark corner of an apartment basement.

I'm writing to you because these pets need your help. They need to be cared for at the ASPCA until we can place them in loving homes.

Unfortunately, stories like the ones I've described are typical and are becoming more common every day. And with inflation pushing up the cost of pet food and pet care, more and more pet owners are bringing their pets to the ASPCA while thousands of others just abandon their dogs and cats on the street.

The injured cat, stray dog and litter of kittens I've described are just a few of some 200,000 cats, dogs and other animals which we cared for at our facilities last year.

To accommodate all of these pets, the ASPCA operates animal shelters and pet adoption centers throughout New York City. Our veterinary hospital is one of the largest - and best - in the country. In fact, the ASPCA provides more care through its animal rescue, hospital, shelter and adoption programs than any other humane society in America.

The problem is the demand for our humane services is outstripping our resources to provide them, and it is virtually impossible to handle more pet rescue and care without finding additional funds to supplement our budget. In fact, our only option will be to cut back.

Without the shelter and care we provide -- and without the caring support of people like you, who love animals -- thousands and thousands of cats, dogs and other animals would suffer needlessly.

And if we are forced to close our doors or cut back our services, no government agency (federal, state or local) could fill the void.

We don't want to do either and we are willing to handle all the animal welfare problems which come before us, but the magnitude of the situation is of deep concern to us.

Example 9: ASPCA (continued)

Helping owners find lost pets is a free service we provide, and we're glad to do it.

Last year, we found and returned over 10,000 lost pets. And we want to do even better this year. If you've ever lost a pet, you know how important it is to have your pet returned quickly and in good health.

While most of our time is spent caring for pets in our shelters, our other activities are directed at benefitting animals everywhere by preventing abuse before it happens.

Humane education is at the heart of this. On TV and radio, in newspapers and magazines, we're trying to reach people with information about responsible pet ownership--facts that can help prevent pets from suffering.

And because laws strongly affect the way animals are treated, the ASPCA is a leader in seeking the passage and enforcement of humane legislation at the local level, in the State Legislature, and in the U.S. Congress.

All of these programs are vital to the charter of the ASPCA, but it takes a great deal of money to run them. Right now, we're facing a financial squeeze which threatens many of our programs.

Frankly, we have to raise $125,000 in the next few months to supplement our operating budget if we are to maintain the many services which people expect from us.

It also means that your support is absolutely crucial if we are to keep these animals from becoming victims of inflation. None of us likes to think about having to turn away a sick or injured animal. This financial crisis, however, makes that a real and terrible threat.

That's why I'm asking you to please help now. Give as much as you can.

If you can give $100 or more, I assure you that your generous contribution will provide excellent care for the dogs and cats in our shelters waiting to be adopted.

If $50, $25 or $15 is what you can spare, please send it now, while my letter is in front of you. We need your gift very, very much. I've included a post-paid envelope to make it more convenient.

I've also sent you our attractive ASPCA decal identifying you as a true friend of the ASPCA and all of the animals for whom we care. It's something you can feel good about.

Giving to the ASPCA is another thing you can feel very good about because whatever you give will be put to work immediately to help us continue our important animal welfare programs.

Thank you in advance for any help you can offer at this time.

Sincerely,

Dr. John Kullberg
Executive Director

JK/aa

Enclosures

Example 10

I. Junk mail: The same contribution solicitations used in Example 9--this time use photocopies of their reply forms only (pp. 89-92)

II. Language or culture skills/tasks:

A. Listening comprehension

B. Making group decisions

C. Clarifying and expressing opinions about values

III. Classroom application:

A. Repeat the application described in Example 9 with the following changes:

1. Give students copies of the reply forms

2. Tell students about each organization using information garnered from the entire mailing

3. Have students use the reply forms as keys for remembering the organizations and information presented, while they discuss and make decisions as a group

B. This example is included to illustrate how the same mailings can be adapted to fit the needs and language proficiency levels of different classes

Your Support of UNICEF Means So Much... To Children All Over the World

Your gift of $15 or $10, or however much you can send, along with your purchase of cards, will help bring nourishing food to children weakened by malnutrition.

Your purchase of 6 packs of cards can buy enough baby fish to stock two ponds with a potential protein supply for a rural village.

Example 10: UNICEF Reply Form

Example 10: Recording for the Blind Reply Form

Please be as generous as you can, so that print-handicapped students and professionals can learn by ear—can become independent and productive citizens.

$3900 pays for the average number of recorded books a student needs for a college career
$975 provides the books a typical blind college student needs in a year
$375 provides a blind student with tape copies of 15 recorded texts
$250 pays for a master tape recording and 5 student copies of a text
$125 pays for materials and labor for a master recording from which other books may be copied time and again
$25 pays for materials and labor to make 1 recorded copy of a text

Every gift counts

Less than 11% of the amount received in dollars and contributed services goes toward administration and fund raising costs.

YES, I want to give the gift of knowledge—free recorded textbooks— to blind and print-handicapped students. Enclosed is my tax-deductible contribution of $_____.

Name _____

Address _____

City _____ State_____ Zip_____

Gifts may be designated for any of our Recording Units.
If you have already made your contribution, please accept our apology

For the Sake of Our Endangered Wildlife
EMERGENCY REPLY FORM

☐ **YES,** I'll help save endangered wildlife wherever it is threatened, whenever it is threatened. Please enroll me as a member of World Wildlife Fund.

☐ My $15 annual membership dues are enclosed. Please begin sending me my membership newspaper, FOCUS, and World Wildlife Fund special Wildlife Alerts as they are published.

☐ I wish to give an additional tax-deductible contribution to help your efforts even more:

___$10 ___$25 ___$50 ___$100

___$250 ___$500 ___$1,000 ___Other $_____

Total of my check which includes $15 dues plus my additional contribution .....$_____.

☐ I am already a member.
This is an additional contribution.

MMYCCED
JERRY VERDON
216c BRCADWAY # 8F
NEW YORK, NY 10024

Return this form to:

WORLD WILDLIFE FUND-U.S.
1601 Connecticut Ave., N.W.
Washington, D.C. 20009

Please make check payable to World Wildlife Fund-U.S.
Of the total amount of my dues $1.20 is for a subscription to FOCUS.

WF-C-12

Example 10: World Wildlife Fund Reply Form

Example 10: ASPCA Reply Form

ASPCA

THE AMERICAN SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS

441 East 92nd Street • New York, N.Y. 10028 • (212) 876-7700

☐ YES. The ASPCA is important to everyone and I want to help you continue your important pet care, rescue and humane education programs.

Enclosed is my maximum tax-deductible contribution. Please use it to care for the injured and abandoned dogs and cats in your shelters until you can place them in loving homes.

☐ **$100** pays for pet food for 10 puppies for 1 month.

☐ **$ 50** will buy medicine and veterinary care for a dog or cat who's been injured or abused.

☐ **$ 35** will help us bring our humane education programs to 35 children.

☐ **$ 25** pays for 2 road calls by our rescue agents.

☐ **$ 15** will innoculate from disease 2 abandoned dogs.

☐ **$**_____ (other). Please give as much as you can.

Please make checks payable to: **ASPCA.**

Please cut here.

Keep this stub for your records.

ASPCA

441 East 92nd Street • New York, N.Y. 10028

Amount donated $ _____

Date _____

Check number _____

All contributions are tax-deductible for federal income tax purposes.

Pictured at right is young Jason von Bartheld and his new dog "Second Chance," who was rescued from the city dump by one of our ASPCA field agents after the dog was "destroyed" and left for dead by a local pound. It's a beautiful ending to an (almost) sad story and the ASPCA is proud to have been a part of it.

America's First Humane Society

V. CONCLUSION

It has been maintained throughout this paper that teachers of adult ESL learners are faced with three interrelated areas of need: 1) the need for easily accessible, adaptable learning material for adults; 2) the need for personalization and individualization; and 3) the need for realistic contextualization of language forms and functions.

Research of selected professional literature in the ESL field has shown these needs to be a principal concern of many writers. That concern provides a rationale for ESL teachers to develop realistic learning materials which can be adapted to fit the needs and interests of adult students. Junk mail, as presented in this paper, is one such development.

The use of junk mail in the adult ESL class provides a number of advantages directly related to the areas of need enumerated above. This study has focused on the fact that junk mail is easily accessible adult realia which offers a wide range of adaptable material and which can help instructors personalize and individualize language learning in realistic contexts.

The applications and procedures suggested in this paper are but a few samples of the ways ESL teachers might

utilize junk mail in their adult classes. These particular suggestions have worked successfully in a variety of adult classroom and tutoring situations. It is hoped, however, that they will be viewed not as the final word on junk mail lessons and activities, but rather as a starting point for further innovation and experimentation--that ESL teachers will begin to see value in junk mail, to use the ideas presented here, expand them, and adapt them to their own specific situations.

In short, junk mail is a useful, prolific, adaptable learning material. When teachers of adult ESL classes are aware of its potential advantages, they will begin to advocate its use and to join the ranks of those who say: Don't throw it away.

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